

# JUNIOR HIGH ELECTRIC HOUSE

ISSUED BY THE NATIONAL ASSOCIATION OF JUNIOR HIGH SCHOOLS

VOL. III SEPTEMBER, 1929 No. 3

This Publication is devoted to promoting the interests of  
The Junior High Schools of this Nation. It Endeavors  
Mainly To Provide Current Data, Practices, Theories,  
Experimentation, Answers, and All Possible  
Information For Persons Engaged in Per-  
sults Related To The Junior High  
Schools, Activities

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Names of persons who have been actively engaged in promoting this study through-  
out the country are given in the "Contributors" and "Publications Committee" printed  
on the inside front and rear covers of this magazine.

ON THE FIRST PAGE, UNDER THE GENERAL FEATURES OF THIS  
MAGAZINE WILL BE ANNOUNCED, UNDER THE TABLE OF CONTENTS

# JUNIOR HIGH CLEARING HOUSE

LEBANON, PENNSYLVANIA

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The Junior High Clearing House is published in Lebanon, Pennsylvania, eight times a year, including December, June, July, August. Membership \$2.00 for all eight bulletins; Single Copies, 50 cents each. Five Groups of Ten or More to one address, one school, or one city, \$1.50 each. \$1.50 of the membership pays for the subscription to the eight bulletins.

Memberships taken anytime during the year will include all eight bulletins as long as all back numbers are available; otherwise at the rate of 50c per bulletin for the remaining available copies furnished.

We invite into membership  
 Everyone who cares what happens to children  
 of Junior High School Age.

# THE JUNIOR HIGH CLEARING HOUSE

Volume III

SEPTEMBER, 1928

Number 3

SPECIAL FEATURES THIS MONTH—Third Annual Conference Junior-Senior Highs, Temple University; Mathematics Texts; Sioux City (Iowa) Junior High Schools; Character Training.

NEXT ISSUE—Chiefly a Pennsylvania Number; Addresses from Washington University (St. Louis) Conference; History and Civics Texts; Junior High Schools in the Nation.

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**S. O. ROREM, MANAGER AND EDITOR**  
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LEBANON, PA.

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under Act of August 24, 1912



# The Junior High Clearing House

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If you are getting some stimulation from the Clearing House bulletins, ask your best friends and your best Junior High leaders to become members. They too will like it as it is or offer suggestions for improvement.

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Don't think of the Clearing House III as a magazine. It is only a 1928-1929 service.

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Until further notice, all back numbers can be supplied to new members. There is no increase in the membership fee. It is still only \$2.00 for the complete series of eight bulletins as published, and in clubs of ten memberships the memberships are \$1.60 each. One subscriber insisted on having our last available set of Vol. No. I, 1920-21 at \$5.00. A few complete sets of Vol. II (1923-24) are still available at \$2.00 for the eight bulletins.

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Many new contributions have come in from various sections of the United States. You will realize before the Clearing House has run its full course that a new group of school thinkers is ready to direct the Junior High School through the difficulties which confront it today.

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Many junior high schools are doing some outstanding pieces of creative work. Everyone else needs to know what **your** school is doing.

These are some examples:

West Junior High School of Cleveland, Ohio, has published a delight-

ful book of poems, combining student creative work, English, Art and Printing.

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Washington Junior High School of Kalamazoo, Michigan, publishes a handbook of 116 pages for the direction of the pupils of the junior high.

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Winfield, Kansas, Junior - Senior High School has published a manual of 120 pages concerning activities and administration and an Outline of the Home Room Study and Activity. The Home room work is outlined as a school policy and as a definite outline for each year from seventh grade to twelfth.

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Rawlings Junior High School, of Cleveland, Ohio, has written, presented and published a volume of eight plays for assembly purposes. It is entitled "One Winter's Night and Other Plays for Assembly Programs."

We have several others at hand which are similar in form. They will be mentioned in later bulletins.

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Have you a junior high school paper? Send us a copy of next issue if you can.

Incidentally, if you are instrumental in getting up a group of ten or more members, a bound copy of Junior High Clearing House III will be sent to you without your request.

If you know of any fine conference addresses which should be made available to our members, consider it your duty and privilege to report for your state and section of the nation.

The proceedings of the Temple University (Philadelphia) Third Annual Conference for Junior and Senior High Schools are made available for the first time in this bulletin. Temple University has requested 300 copies of this bulletin for free distribution to its patrons of the last conference.

The (Temple University) FOURTH Annual Conference for Junior and Senior High Schools will be held October 12 and 13 in Philadelphia. W. H. Bristow of the State Department of Education says he expects it to be an outstanding conference.

The findings of the Oregon State Committee now studying the junior high school will be made a part of a subsequent issue of the Clearing House. F. L. Stetson of Eugene, Oregon, has agreed to furnish the data for broadcast through this medium.

### JUNIOR HIGH SCHOOL PROBLEMS

Junior High School people everywhere have the same problems. The following topics are some which our members wish discussed. Have you some particular experience which will help others in dealing with these difficulties? Send a brief statement (50 to 150 words) about your procedures and devices.

Elective vs. multiple contact courses  
Caring for stoppers in 9th grade below 9th.

Occupational Guidance.  
Differentiation.

Equipment.

Guidance.

Co-operative Control.

Traditions of the eight year school.

Course of study and programs, 9th grade.

Transition from class recitation to individual instruction.

Unity of school spirit.

Home room group and its teacher.

Organizing.

Unity of organization without an auditorium.

To meet High School requirements and also do the newer activities of J. H. School.

Articulation with the Senior High.

Attendance, Home Conditions, Supervision.

Interesting slow pupils in English work.

Library—financial problems.

Adjusting Jr. High to small schools with 100 in grades 7 to 12.

Real teachers who know the game.

Growth of teachers in service.

Guidance, differentiation and electives.

Adapting proposed Jr. High programs to our local resources, money, teachers, buildings.

Supervision.

General Curriculum building.

Extra-curricular activities.

Curriculum, Guidance, Athletics.

Over-age pupils in seventh grade.

Interpreting true meaning of a written problem.

Buildings to allow complete reorganization.

Teachers with J. H. attitude and ability to direct extra-curricular activities.

Provision for individual differences.

Best use of Home Room Period.

Meeting Senior High demands and criticisms.

Getting teachers to appreciate what the J. H. really is.

Helping new and old teachers to adjust themselves to the J. H. S. and to the needs of boys and girls.

Obtaining properly trained teachers.

Retarded pupil adjustment and schedule making.

Getting proper exploratory work.

To get the idea across to the school board.

Curricula and well trained teachers.

Giving pupils a purpose to their work.

Occupational guidance and teacher-training.

To "get over" the essential points of teaching.

Achievement of stated functions.

Cutting loose from High School domination.

To control pupil conceit and overcome lack of appreciation.

Co-ordination with Senior High.

Guidance and placement.

English in all its branches.

Reaching pupils unprepared for the work of the grade.

Outlets for activity that will lead to results.

Scientific procedure under Regents' demands.

### MATHEMATICS IN THE JUNIOR HIGH SCHOOL

Continuing the practice of listing all books which are available for junior high schools in the various subject fields, the list of books which have been reported to the Clearing House editor by the publishing houses is given below. The list is supplied without cost to the publishing companies as a service to our readers. If there are other good books on Mathematics for junior high schools we do not know of them; any

further information will be appreciated, whether it comes from publishers or from our readers.

Language books were offered in Bulletin Two (May).

Other lists will be published in the following succession:

History and Civics	Bulletin Four
Science and Geography	Bulletin Five
Commercial, Industrial	Bulletin Six
Other Subjects	Bulletin Seven
Professional Books	Bulletin Eight

Allyn and Bacon, Boston, Mass. List Prices.

First Course in New Mathematics, 7, Edgerton and Carpenter, \$1.00.

Second Course in the New Mathematics, 8, Edgerton and Carpenter (Price not named).

First Course in Algebra, 9, Edgerton and Carpenter, \$1.20.

F. M. Ambrose Co., Boston, Net Prices. Introductory Algebra, 9, Johnson and Belcher, \$.96.

American Book Co., New York City, List Price.

Essentials of Junior High School Mathematics, Hamilton, Bliss, and Kupfer:

Book I, 7.....	\$ .84
Book II, 8.....	.88
Book II, 9.....	1.20

First Course in Algebra, 9, Nyberg \$1.24

D. Appleton Co., New York City, List.

A First Book in Algebra, 9 Baker \$1.32

Vocational Arithmetic, 8, Paddock & Holton..... 1.50

Bobbs-Merrill Company, Indianapolis, Net.

Bobbs-Merrill Arithmetic Book, 7-8, Kent, Olsen, and Skiles..... .66

Bobbs - Merrill Algebra Books, Krickenberger, Whitecraft,

Welchons:

Book I .....	.90
Book II .....	.80

<b>Ginn and Company, Boston, Mass. List.</b>		<b>Iroquois Publishing Co., Syracuse, N. Y.</b>	
Junior High School Mathematics, Wentworth, Smith & Brown:		The Iroquois Arithmetic For School and Life, DeGroat, Firman, Smith:	
Book I, 7 .....	.92	Book III, 7-8 .....	.88
Book II, 8 .....	1.00	<b>J. B. Lippincott, Philadelphia, List.</b>	
Book III, 9 .....	1.20	Applied Arithmetic, Part III, 7-8	
Essentials of Algebra, Smith and Reeve, 9 .....	1.24	Lenne and Jenkins .....	.88
New First Course in Algebra, 9,		<b>Little, Brown and Co., New York, List.</b>	
Hawkes, Luby, and Touton.....	1.24	Junior High School Arithmetic,	
General Mathematics, Book I, 9		Brooks, 7-8 .....	.80
Schorling and Reeve.....	1.60	<b>Longmans, Green and Co., New York.</b>	
<b>The Gregg Publishing Co., New York City.</b>		The Alexander-Dewey Arithmetic,	
Modern Junior Mathematics, Marie Gugle:		Advanced Book, 7-8 .....	.84
Book I, 7 .....	.80	Book V .....	.56
Book II, 8 .....	.90	Book VI .....	.60
Book III, 9 .....	1.00	<b>Lyons and Carnahan, New York City. List.</b>	
<b>Harcourt, Brace and Co., New York City, List.</b>		Junior High School Mathematical Essentials, Drushel and Withers:	
The Cumulative Mathematics Series, Werremeyer:		Book I, 7 .....	.88
Book I, 7 .....	.92	Book II, 8 .....	.96
Book II, 8 .....	.96	Book III, 9 .....	1.28
Book III, 9 .....	1.20	Everybody's Business,	
<b>D. C. Heath Co., New York City, List.</b>		G. C. Hill .....	1.40
Junior High School Mathematics, Hart:		<b>McMillan Co., New York, List.</b>	
Book I, 7 .....	.80	Social Arithmetic:	
Book II, 8 .....	.88	Book III, 7-8, McMurry-Benson	1.08
Book III, 9 .....	1.28	Junior Mathematics, Breslich:	
Modern Practical Arithmetic, Book III, 7-8, Hayes, Gibson, Badley, Watson .....	.80	Book I, 7 .....	.96
Secondary School Mathematics, Short and Elson:		Book II, 8 .....	.96
Book I, 9.....	1.36	Book III, 9 .....	1.00
First Year Algebra,		High School Mathematics, Swenson, 9 .....	1.40
Wells and Hart, 9 .....	1.28	Elementary Algebra, Schultze-Breckenridge, 9 .....	1.20
<b>Houghton Mifflin Co., New York City, List.</b>		Junior High School Mathematics (Revised), Vosburgh, Gentleman, and Hassler:	
Junior High School Mathematics, Barber:		First Course, 7-8 .....	.88
Book I, 7 .....	.92	Second Course, 7-8 .....	1.00
Book II, 8 .....	1.00	Third Course, 7-8 .....	1.20
Book III, 9 .....	1.24	<b>Charles E. Merrill Co., New York. List.</b>	
		New York State Arithmetics, Durell and Gillet, Advanced Book, 7-8.....	.80
		Seventh and Eighth Year Mathematics,	



Connelly and Huff:		John C. Winston Co., Philadelphia, List.	
Seventh Year .....	.96	First Course in Algebra, Engelhardt	
Eighth Year .....	1.00	and Haertter, 9 .....	1.36
Newson and Co., New York, List.		Charles Scribner's Sons, New York City,	
The Pilot Arithmetics, Van Sickle, Stev-		List.	
ens, and Marsh:		Junior High School Mathematics, Lind-	
Book III, 7-8 .....	.83	quist:	
Noble and Noble, New York, List.		Book I, 7 .....	1.12
Wilsons Elementary Algebra, 9....	1.24	Book II, 8 .....	1.24
Rand McNally Co., Chicago, Ill., List		Book III, 9 .....	1.36
The Thorndike Junior High School		World Book Co., Yonkers, N. Y. List.	
Mathematics:		Modern Mathematics, Schorling-Clark:	
Book I, 7 .....	.80	Book I, 7 .....	.88
Book II, 8 .....	.80	Book II, 8 .....	.83
Book III, 9 .....	1.20	Enlarged:	
Regents Publishing Co., New York City.		Book I, 7 .....	.92
The Blue Book of Arithmetic, 7-8		Book II, 8 .....	.96
Paysor .....	.50	Modern Algebra, Schorling-Clark, 9	1.36
Elementary Algebra, 9, Lemowitz	.50	Short Course, 8 .....	.96
Row, Peterson and Co., Evanston, Ill.,		Modern Mathematics: Briefer Course, 9,	
List.		Schorling-Clark-Rugg .....	1.48
Brown-Elredge Arithmetic:			
Book III, 7-8 .....	.88		
A Year in Algebra, 9, Newell and			
Harper .....	1.20		
W. J. H. Sanborn and Co., Chicago.			
Junior High School Mathematics, Stone:			
Book I, 7 .....	.92		
Book II, 8 .....	1.00		
Book III, 9 .....	1.20		
The New Mathematics, Stone:			
Book I, 7 .....	.96		
Book II, 8 .....	1.00		
Book III, 9 .....	Not Priced		
Ninth Grade Algebra, Stone, 9			
(price not given)			
Elementary Algebra, Stone-Hart, 9	1.28		
Scott, Foresman and Co., Chicago, List.			
Standard Mathematical Service, Knight,			
Ruch, Studebaker:			
Grade Seven .....	.92		
Grade Eight .....	(price not given)		
Elements of High School Mathe-			
matics, Hamilton and Buchanan			
8-9 .....	1.20		

## AN HONEST CHALLENGE

H. W. Schmidt, Madison, Wis.

I am very free to confess that I don't know what a Junior high school is. At least, to judge from the various interpretations given this term, I find it varies all the way from straight departmentalized 7th and 8th grades to a cosmopolitan attitude exhibited in a large organization including grades 7 to 10 in which the spirit lying back of the Junior high school organization as expressed by Van Denburg, Briggs, Koos, et al, may be present or entirely absent.

Kindly do not take this as a hyper-pessimistic attitude. On the contrary, I appreciate that the situation is still in the formative stage, and that much experimentation is going on. At the same time, I could not give you a list of Junior high schools in this state except as the local people designate it as such themselves. There are, however,



a number of Junior high schools in this state whose curricula have been approved by the Department. This will probably suffice for your purposes, as these schools at least approach in some degree the essential principles laid down for the conduct of such schools. This list may put Wisconsin way in the background as far as Junior high schools are concerned, but if I were to give you the list designated on the basis of terminology as is usually the case in other reports, we would probably show up as well as the more enthusiastic states. Personally, I should be very glad indeed if someone should set up definitely standards and principles which at this stage of the game could serve as a basis for defining a real honest-to-goodness Junior high school. Maybe your investigations will give us this information later.

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### DRAMATICS IN JUNIOR HIGH

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MARY E. BORTNER, York, Pa.

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A light opera, "The Toreadors," was put on April 25, 1928, by the Hannah Penn Junior High School of York, Pa. E. A. Glatfelter is the principal, and Miss Genevieve E. Mitchell, the director of the extra curricular activities of the school, was the general director of the entire production, assisted by Miss Edna Senft, Miss Lou Finkbinder, and Miss Josephine Miller.

The opera, which was the second annual production of the school to be given in the year and a half that it has been organized, had a cast of approximately two hundred boys and girls. Eight departments of the school, a number of the clubs, student committees and a

group of the parents lent their assistance in making the production a success.

The cast was composed of boys and girls from the 7B, 7A, 8B, 8A, 9B and 9A classes, who had signified a desire to take part in the play. Not only were the children selected for their various parts because of their ability to portray the characters, but also because of good scholarship and high citizenship standing in school.

There were ten leading characters, a chorus of fifty mixed voices, a ballet of toe dancers, a group of sport page fans, dancing senoritas, gallant senors who fandangoed to the catchy strains of the opera, a captivating cupid, a chorus of life-sized dancing tambourines and joyous bare foot dancers all of whom were elaborately costumed in colorful Spanish hues.

The costumes for the leading characters and the chorus were rented, while those for the rest of the cast were made by the sewing department under the personal direction of Miss Chloe Kopp, one of the teachers in this department.

The setting for the opera, which was laid in a patio in sunny Spain, was very elaborate and colorful. It was constructed under the personal direction of Mr. M. O. Lewis, who is the superintendent of buildings and grounds of the city. The properties were made in the woodworking shop, the sheet metal shop and the art department under the direction of Mr. Stewart Acor, Mr. Walter W. Troutman, Miss Mary Gleitz, Miss Katherine Lockeman, and Mr. Walter Trout. The last two named people also designed the costumes for the dancing choruses.

The musical numbers of the play were under the direction of the music department. They were directed by Miss Edna Senft and Miss Lou Finkbinder, members of this department.

The specialty dancers were coached by Miss Josephine Miller, and the dancers of the chorus were coached by Miss Genevieve E. Mitchell.

Mr. G. W. Arnold had charge of the publicity. Articles and pictures appeared in both the city papers almost daily for two weeks before the night of the show. Elaborate posters advertising the show designed by Mr. Walter Trout were on display in various places of business.

## JUNIOR HIGH SCHOOLS KNOXVILLE, TENNESSEE

H. P. Shepherd, Supt.

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We have just built two new junior schools, having one thousand capacity each and reorganized the third, which had been in operation for three or four years. We are developing some rather outstanding junior schools. I am especially proud of our shop set-up. We have five shops in each school—a general metal shop, electrical shop, home mechanics, wood-working and printing shops. These shops are all manned by Stout and Bradley men, especially trained for this work, and we feel that they are getting off on the right foot.

We also have very fine libraries in our new junior schools, somewhat after the Detroit plan, which puts this instruction on a classroom basis. Conference rooms, off the main part of the library, are also arranged where groups of students may go for special project work. In one of our schools we are working out, in the regular school day, what corresponds to the auditorium program in the elementary-platoon school. These teachers train children to appear before the student body in auditorium activities.

We have separate gymnasiums which may be thrown together for exhibition

and community gatherings.

Our schools are organized on a six sixty-minute period day and this year our extra curricula activities have not been included in the six hour day. I feel that the six hour day should include everything and I think we shall change over to that plan this coming year.

Last year we spent the entire year studying the junior high school literature, reorganizing our curricula, preparatory to going into these new school buildings. This amounts to a study and a definite piece of work for actually setting them up.

I am especially interested in an investigation of the junior high school development in the South. It seems to be beginning well and I think it will be fine if the Clearing House could give some attention to this section of the country. Chattanooga is doing, I think, a good piece of work along junior high schools.

I am proud of the fact that this city has been willing to spend sufficient money to develop a real junior program and I think our experiences would help encourage other schools in the South.

## CHARACTER EDUCATION IN HOME ROOM GROUPS

E. H. Fishback, Principal Junior High School,  
Anderson, Indiana

Secondary education at the junior high school level, is confronted with the serious problem of articulation with the elementary school which precedes it. The elementary school is characterized by its careful supervision of its pupils.

The home room teacher of the junior high school helps to tie the pupils in a personal way, to the school. She looks after attendance and reports, but she is more than a reporter and a teacher—she is an advisor and a friend.

The home room group may be considered as a family circle in which every member is at ease. Here there is a spirit of frankness and sincerity which does not hesitate to reveal truth. An observing advisor learns many things as she listens to the ideas and aspirations held by the members of her group. She learns of their interests; the subjects which appeal to them most; the things they are interested in accomplishing; their opportunities; their home life, and its influence upon character. Knowledge of these things enables her to give individual direction by encouragement and help whenever it is needed.

There is a mutual exchange of influence in a group of this kind. The desirable ideals that should actuate a school may be brought into consciousness, and be made the predominating factors of the school. Some of the home room periods may be made opportunities for this very purpose. Through the study of conduct situations, stories of worth while people, noble literature, art, experience in club life, home room programs, educational guidance meet-

ings, and various other activities that may be carried on in such a group, attitudes and habits may be established that result in better scholarship and higher school morale.

There are many good reasons why the junior high school should give increased attention to character values. Some of these may be mentioned briefly as, the new position of women; changes in the home and the church; increase in juvenile crime; change in moral standards; the failure of mere authority; and the influence of new inventions, including the invention of the motion picture, the automobile, and the radio.

### Direct Instruction

There are still those who do not believe that any good can be accomplished through what may be termed direct instruction—direct at least as far as the teacher is concerned. The writer believes that boys and girls are as much interested in the cultivation of the trait of **loyalty** as they are in the fact that Gray discovered the Columbia River in 1792. Not long ago the girls in one home room discussed this problem: "Jane moved to town several weeks after school began. She did not make friends quickly, because she was timid and personally unattractive. She wore rather shabby clothes and always appeared self-conscious. Her advisory group gave a Hallowe'en party to which she came, but she seemed not to have a good time. What would you have done to help her have a good time?" Certainly some ideals of kindness and courtesy came from the discussion by such a group under a sympathetic teacher. A group of boys had this problem presented to them by an actual case. "James a large strong boy, saw another boy taking a pair of handle grips from

a smaller boy's bicycle that had been placed in an open shed adjoining the school. If you had been in James' place, what would you have done?"

No doubt a great amount of help may be gained from such discussions as those just indicated, because it is possible to capitalize on the ideals and attitudes of the better members of the class. There is no reason, however, to use this method exclusively. Biography and stories of beautiful heroic acts have a profound influence upon young people. Pictures may be used in the same way. Every plan that possesses merit should be used to secure the result that the school is seeking.

#### School Participation

If the pupils are to form the habits that help them to live in the good life, they must be given an opportunity to take part in the affairs of the home room and the school, but true example of participation is illustrated in the following story. One poultry raiser reported that at first he carried his young chickens to the shelter house each evening, and repeated the operation for several consecutive times. Each time the chickens waited to be carried. Finally, he conceived the idea of having them walk to their nightly home and they

began to learn and to form habits immediately. After that they went in of their own accord when night began to close in.

The junior high school teacher must believe with Philip W. L. Cox that "the junior high school deals with beautiful children at the dawn of adolescence and carries them over the crucial period when the integration of their personalities through whole-souled participation in significant projects is essential."<sup>1</sup>

#### Summary

Through careful guidance in home room groups, junior high school pupils may be led through participation and direct instruction to acquire those ideals, attitudes, and habits that will enable them to do their best work in school. Later life will likely find them with many of the ideals that they acquired in the home room group. Short daily meetings should characterize most junior high schools. The teacher should understand that the true spirit of the junior high school, as it adjusts itself to preadolescent and adolescent youth, may be found in the family circle of the home room group where character is very prominently in the making.

1.—In his *Introduction to Character Education in the Junior High School*, by E. H. Fishback. D. C. Heath and Company, 1928.

### WHAT IS THE JUNIOR HIGH SCHOOL?

Harrison H. Van Cott, State Department of Education, Albany, N. Y.

This is a question which everyone interested in the education of boys and girls is eager to answer; a question which may be answered more satisfactorily today than ever before by enumerating some of the things that are being done successfully in Junior High Schools at the present time.

The junior high school as we know it today is not a school that is depend-

ent first of all upon the ability of the teachers, to deal individually, sympathetically, wisely, tactfully and constructively with their girls and boys. It is also:

First: A school founded upon an educational procedure especially planned for boys and girls of the early adolescent period.



Second: A school wherein pupils are taught **how** to study.

Third: A school wherein boys and girls learn how to live healthy lives, and as useful citizens in a boys or girls community; a place where they are taught a high regard for their fellows, a wholesome respect for law and an admiration for the fundamental moral principles of true living.

Fourth: A school wherein boys and girls of a most sensitive age are encouraged, guided and helped by trained teachers to discover that vocation and avocation in life in which they will be most efficient, most serviceable and most happy.

Fifth: A school which offers not only one course for that comparatively small group of boys and girls who will go to college but which provides suitable courses for the larger number of boys and girls who will never go to college. Such are courses in Homemaking, Home Mechanics, Electricity, Mechanical Drawing, Art, Agriculture, Community Problems, Industrial Arts Courses such as Printing, Cabinet Making, Carpentry and Auto Mechanics, Elementary Business Training, Bookkeeping, Music Appreciation, Health and Hygiene, etc. These courses are justified when the demand is large enough to warrant their introduction and when there is adequate money to finance them without extravagance.

Sixth: A school which encourages pupil participation with the faculty in the government of the school and guides the pupils in forming student organizations for any type of work interesting to them and profitable to the school community.

Seventh: A school which studies the individual child in order to prevent misdirected effort which many times has been wasteful for the community and has been unjust to the majority of pupils concerned.

Eighth: A school which recognizes that every child is different from every other child and therefore that every child needs, deserves and is entitled to guidance and supervision which will prepare him for any easy transition into the various high school courses, or into industry, or commercial life, or homemaking, or agricultural pursuits, or the fine arts but always into a life of service.

Ninth: A school which is homey in its atmosphere, friendly in all its dealings, natural in its methods, considerate and sympathetic at all times.

Tenth: A school which treats each pupil as a prospective efficient social unit and endeavors to satisfy his needs so that he may more easily develop a noble manhood or womanhood.

Because of the fact that pupils differ, because they need this close personal supervision and guidance and because world progress depends on the initiative and character of its individual members, the junior high school program which endeavors to satisfy the individual needs of pupils is worth while.

The junior high school program must be built upon sound principles and objectives. Its procedure will vary in different communities. A flexibility of program which will allow a premium to be placed upon local initiative wherever it is sane and purposeful, is needed.



The essentials for a junior high school are few and the non-essentials which may be costly embellishments are many. Embellishments may be justified if there are enough pupils to warrant their use and enough money to provide them because they may be used in such a way as to enrich the program. Let us remember again that the success of a junior high school does not depend upon separate fine buildings or the grouping of grades according to any particular plan or the departmental system of instruction or a specially equipped building, or a great array of courses for the sake of the array; a junior high school is not a school wherein academic standards are lowered or where all repetition and drill work are eliminated or wherein the teacher withdraws. Any such procedure would result only in calamity.

The Junior High School which functions well has teachers who know and understand boys and girls and who know how to vary their teaching to meet individual needs. Too long have teach-

ers been taught uniform methods of teaching the same subject matter to all boys and girls without efficient training in teaching **different** boys and girls **varying** amounts of **various** kinds of **subject matter** by **varied** and **appealing** methods.

#### **What is the Junior High School?**

It is a school organized and administered so as to meet and to satisfy as far as possible the varying individual needs of early adolescent boys and girls to the end that they may work and grow thereby into "physically fit, mentally alert and morally awake" young men and young women and find themselves at the end of their ninth school year capable of enough self-direction to choose wisely the next steps in their own lives and to cope intelligently and tactfully with the manifold life situations which will immediately confront them.

It is a school which should point the way to a more abundant life for each boy and girl who passes through its doors.

## **THE ACTIVITIES OF JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS OF CALIFORNIA**

**J. G. McNeely**

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Principal, Lincoln Junior High School, Santa Monica, California

The following summary is taken from my study entitled "THE ADMINISTRATIVE AND SUPERVISORY ACTIVITIES OF JUNIOR HIGH SCHOOL PRINCIPALS AND ASSISTANT PRINCIPALS IN CALIFORNIA".

The result of a considerable amount of investigation in the literature of school administration and supervision failed to disclose any considerable amount of material on the activities of

assistant principals, hence the writer's attempt to collect some original data.

Questionnaires were sent to one hundred junior high schools in California with the request that assistant principals fill out and return—a considerable number were returned only partially filled out, these were disregarded, thirty-nine were returned filled out completely and were made the basis of this study.

### **The Average Experience of Junior High School Assistant Principals in Administration**

The average length of service as a teacher before getting administrative work was reported as twelve and seven-tenths years, this would seem to indicate that women do not as a rule enter administrative positions as early as men.

The average length of service for principals was eight and ninety-five one-hundredths, a difference of approximately four years.

The average experience of assistant principals is four and seventy-five one-hundredths years while that of the principals is eleven and eighty-nine one-hundredths.

These facts lead to the conclusion that women assistant principals ordinarily do not get principalships.

There is no discrimination shown as between the sexes in choosing administrative leaders, as the general policy is to promote assistant principals to principalships in case of vacancies, however, the fact that ninety percent of the junior high school principals in this study are men, probably indicates that women as a rule do not care for administrative positions. Women probably find work in academic lines more pleasant and do not deliberately choose a principalship over a classroom position as a goal of her preparation. The fact that the average length of service for assistant principals as teachers was nearly thirteen years is another indication of the correctness of this conclusion.

Twenty out of thirty-nine reporting have held administrative positions six years or less.

### **Making of School Programs**

This activity is most pronounced before the opening of school in the fall

and again before the opening of the second semester. Every assistant principal reporting gave some time to program making, that item being one of the few listed which every one reporting participated in. The making of school programs then could very well be classed as one of the activities of assistant principals in the junior high schools in California.

### **Changing Students' Programs**

A considerable part of this work is done immediately after school opens and after the opening of the second semester. Most schools have a rule which forbids changing programs after ten days, some schools allow changes anytime within the first month. Good school administration will provide for flexibility in this matter so that cases needing adjustment may receive attention at anytime during the semester.

### **Issuing Permits.**

Under this activity is included such as issuing permits to carry more than four solids, to carry fewer than four solids, to change program, to be excused from recitation to do other school duties, to be out of study, to leave grounds, to come late, or early, etc. Many schools now assign these activities to two or more persons. In only a comparatively few schools does the assistant principal pass on all the matters enumerated above.

### **Checking Attendance**

The extent to which junior high schools in California are employing attendance clerks and relieving assistant principals of that responsibility is not very encouraging, so far as this report goes. Viewed in the light of progressive school administration, it is exceedingly poor economy to have one of the highest salaried persons on the faculty

responsible for the attendance records. It is important that attendance be carefully recorded, but a competent clerk can do the job better than an assistant principal who has innumerable other duties to perform.

#### **Making Reports**

Here again is a case of important reports which must be made and made carefully and filed on time. The only question the author raises is this—Is it good school administration to use an assistant principal, who is presumably employed to do administrative and supervisory work, in the office routine work which can be done as efficiently by office clerks? For the most part the reports are reports of facts taken from the records and no question of judgment is involved.

#### **Supervision of Study Halls**

The question is not clear judged by the answer of those replying. The intention of the writer was to find out how many assistant principals were study hall teachers a part of the time. One reply was that the study hall was visited as often as possible. Another said she visited the study hall often because most of their disciplinary problems arose there. Another said they had abolished study halls on the assumption that they were a waste of the student's time. Several reported that they had study halls for ninth grades only.

#### **Helping Teachers With Their Problems**

The range here is from zero to eighteen hours per week. The average of six and five-tenths being the largest for any activity listed. How much of this time is actually spent on disciplinary matters is impossible to say. The probability is that a considerable part of the time was taken up in disciplinary

matters. The fact that the principal who answered the questionnaire reported an average of three and one-half hours per week spent on disciplinary matters lends support to this conclusion.

#### **Advising With Girls**

Owing to the fact that a considerable number of schools are adding counselors and girls' advisers to their administrative staffs, many assistant principals are being relieved of the duties which were once considered inseparable from the assistant principal's office. It would be gratifying indeed if when assistant principals are relieved they could be assigned work of real value in administration and supervision rather than clerical duties.

#### **Advising With Boys**

This activity has in the past been left with men teachers, sometimes to the physical education department, but more often has been allowed to go unnoticed. It has an important place and the fact that thirty-seven assistant principals are spending on the average of three and thirty-four one-hundredths hours per week indicates the fact that personal hygiene, habits of correct etiquette and good morals are regarded as essentials to the wellbeing of the boy as academic training.

#### **Conference With Parents**

This activity is of rather recent origin, certainly since the theory of individual differences gained such a general acceptance. The fact that in some school systems these activities are handled by several different officials for example: Attendance Office, Physical Education Department, and Advisers to Boys and Girls have relieved the assistant principal of much of this work.

### Conference With Pupils

This activity has to do with what many schools call a guidance program—guidance generally is along educational and vocational lines. The function of the assistant principal being to act as a co-ordinator, mediator or go-between, between the child and the opportunities in the world outside. Health guidance is now getting considerable attention and includes health inspection and follow-up, physical training and instruction and habituation in the principles of right living.

### Hours Spent In School Building

The range here is thirty-seven to sixty-three hours per week as compared to a range of thirty-seven to sixty-five reported by the principals. The average of forty-one hours per week is less than the average reported by principals which was forty-four.

It is quite possible that some of those replying, both principals and assistant principals, did not report on all of their time, but taking the replies as returned it certainly cannot be claimed that administrative officers in the junior high schools of California are spending too much time on the job.

### Summary of Activities

Assistant Principals give thirty-eight percent of their time to three activities, namely; issuing permits, checking attendance, and assisting teachers with disciplinary problems. Checking this against the three activities—conferences with pupils, advising with girls, and advising with boys, thirty-six percent of the total time is cause for thought on the part of those responsible to say the least.

### Summary of Activities of Thirty-Nine Junior High School Assistant Principals

Activity	Hours per Week	Percent
Adjusting and Changing of Students' Programs .....	3	7
Issuing Various Kinds of Permits to Pupils .....	3.3	8
Checking Attendance .....	5	12
Making Reports for Superintendent and Attendance Office .....	2.1	5
Supervision of Study Halls.....	3	7
Making of School Programs....	4	9.7
Helping Teachers with Their Problems, Disciplinary, Etc.	6.5	16
Advising with Girls Concerning Dress, Manners, Life Problems, Etc. ....	4.5	10.7
Advising with Boys Concerning Cleanliness, Courtesies, Clean Living, Etc. ....	3.3	8
Conference with Parents Concerning Health, Attendance, Programs, Scholarship and Moral Problems of Pupils....	3.5	9
Conference with Pupils Regarding Various School and Personal Problems .....	4.3	9.4
Devoted to Work in School Buildings .....	41	

### Summary and Conclusions

Fourteen assistant principals wrote on margins of questionnaire that a considerable amount of their time was taken up in making and checking requisitions, assisting, checking, and issuing school supplies.

These activities do not appear to the writer important enough to justify an assistant principal having more than general supervision. A competent office girl and a head-janitor are the proper persons to handle the matter.

Assistant principals in this study spend thirty-eight percent of their time on clerical work. Clerical work is important and must be done by a competent person. It should be done by efficient office clerks.

If the clerical work is to be put into the hands of efficient clerks so that the



principal may be free to do more important work, under what circumstances is an assistant principal necessary? If the principal is no longer responsible for the minor details of clerical administration work, he must be then free to bend his efforts towards the big things in secondary education, the supervision of instruction, community leadership and professional growth.

Responsibility for supervision in a large school might be shared by a principal and assistant principal. Through conferences and agreement as to policies they could work together on matters relating both to supervision and administration.

At present, various administrative duties are assigned to the assistant principal, and some are of such a character that they could not be delegated to a clerical office assistant. Parents who visit school are often dissatisfied to be interviewed by a clerk, preferring to have dealings with some one in authority. Unusual attendance cases and problems should be handled by an administrator, and not delegated. In matters such as mentioned, there should be a sharing of responsibility between the principal and his assistant.

If the principal is a man and the assistant principal a woman, there are certain administrative problems which would come naturally within the province of the assistant. The adolescent girl presents problems at times which can best be handled by a woman.

In the measurement and testing programs which are being included in the administration of the schools there might be found an important place for the assistant principal. Some of the work in connection with the testing and measuring of the intelligence and achievement of school children is ad-

ministrative; some is supervisory in character. An extensive program of tests and measurements would call for an assistant principal capable of handling any or all phases of the work.

There is still another reason for making the office of assistant principal a more responsible, more professional, and therefore a more dignified one. The assistant principalship could furnish the best possible training school of principals. There is a tendency everywhere to fill vacancies which occur in the administrative and supervisory departments of the schools by making promotions. These promotions are desirable and there could hardly be found a better way than to recruit the future principals from the ranks of the present assistant principals.

If the assistant principal has had a share in the major fields of the work of the principal, he or she will, upon promotion to a principalship, be assuming full responsibility for that line of work in which adequate training has been given and where efficiency has been shown. At the present time newly appointed principals may find themselves required to carry out special lines of work for which they were not trained.

In the writer's opinion many fine teachers are being promoted to the position of assistant principals and assigned the mere routine work of the office, they become teacher clerks and after a few years find themselves unfitted either for teaching or for taking principalships which involves responsibilities both for supervision and administration.

The assistant principal should be a supervising assistant and be responsible for and be prepared to supervise certain definite vertical sections of the work, he should not be a head-clerk but a real assistant to the principal.



**RETENTION POWER OF THE JUNIOR SCHOOLS FOR FIRST  
FIVE MONTHS 1927-1928 —Sioux City, Iowa**

**A. TABLE OF PUPILS WHO HAVE DROPPED OUT OF THE  
SIOUX CITY SCHOOLS AND REMAINED IN SIOUX CITY:**

Schools	East	West	North	Wilson	Total
Jr. 7 .....	0	0	0	6	6
Sr. 7 .....	1	1	1	4	7
Jr. 8 .....	2	6	0	11	19
Sr. 8 .....	0	6	3	9	18
Jr. 9 .....	4	5	3	12	24
Sr. 9 .....	5	3	2	18	28
			Specials	9	Specials 9
Total .....	12	21	9	69	111

**B. REASONS:**

	East	West	North	Wilson
Unknown .....	0	0	0	20
Married .....	0	1	0	2
Family trouble..	0	0	0	1
Continuation or Working .....	8	7	5	39
Vincent's .....				1
Navy .....	1	0	1	
Father saw Supt. Clark....	0	0	0	1
School failure....	2	0	0	
Saw Mr. Orpin..	0	0	0	1
Over 16, lack of In jail.....	0	0	1	0
Excluded .....	0	0	1	0
Ran away.....	0	0	1	0
Illness .....	0	4	0	3

**C. MOVED FROM CITY AND THEREFORE DROPPED:**

E.	W.	N.	W.W.	Total
29	23	28	40	120

**D. ENROLLMENT—MOVED OUT OF CITY:**

East .....	870— 29=	841	actual enrollment
West .....	816— 23=	793	" "
North .....	791— 28=	763	" "
W. Wilson	949— 40=	909	" "

3426—120=3306      "      " after removal from city

111= 3.3% actually dropped out of the city schools  
3306=96.17% remained in the Sioux City Junior  
Schools for first 5 mos. of school year.

E. 338 were promoted to the high schools at the end of the first semester. 335 entered the high schools. One dropped out for lack of interest, one went to business college, and one dropped out for work.

## CONCLUSIONS:

1. 96.7% of 3306 pupils were retained in the Sioux City Schools the first five months of 1927-1928.
2. Average loss was about 28 pupils per school—or 4½ plus for each semester's work.
3. There is no great increase of dropping out from the 7th to 9th grade:  
Jr. 7-6      Jr. 8-19      Jr. 9-24  
Sr. 7-7      Sr. 8-18      Sr. 9-28
4. Almost all of pupils who finished the Junior school enter the high school—more than 99%.

D. A. HAYWORTH.

Principal, East Junior School.

**WOODROW WILSON JUNIOR  
SCHOOL**

**Lewis H. Wood, Principal, Sioux City, Iowa**

When the Woodrow Wilson Junior School was opened in the fall of 1925, an attempt was made to expand our regular Junior School work so as to give special training to children whom we felt would not stay very long in school. To this end we organized two groups, one of boys to spend half time in the shops and prepare definitely for some kind of manual work, and one of both boys and girls to prepare for the store life of our city.

In organizing the Retail Selling group, care was taken that, as far as possible, only children of at least normal intelligence were admitted, as we realized that the course would be harder rather than easier than the regular work. Children about to enter the Senior Eighth grade from all over the city were given the opportunity of entering this special class, so we were able to start out with 30 boys and girls. This first group evidently sent out word that the work was hard, for since that time the classes have not been so large.

For the first year and a half no attempt was made to definitely connect up with the stores, as we wanted to be sure of what we could expect from

these children. This winter, however, we have made a definite arrangement with our three largest stores whereby the ninth grade children will be employed Saturdays and holidays by the stores. This store work is to consist of anything that is within the capabilities of these children—messenger service, stock room, office, or selling—and will be reported back to the school so that a grade for the store work may be entered upon the child's report card. The question of giving school credit for the store work has not yet been settled, but the present feeling is against doing so in the Junior School.

Of the first two groups to start this work, about 20 to 25 per cent have gone on to the Senior High School and are following a commercial course there. So far, the Senior High School has made no provision for Retail Selling, but the course is now being worked over with the purpose of outlining such work and putting it on an equal footing with the stenographic and bookkeeping courses.

The other group, which is spending half-time in the shops, is an outgrowth of the Prevocational work that has been carried on in Sioux City for several years. The boys of this group, which classifies as a Unit Trade group under the Smith-Hughes law, come from the sixth and seventh grades almost entirely. They are at least 14 years old, and are either those who do not seem to be able to do the regular academic work or else those whom home conditions are going to force into industry at least by the time the boys become sixteen.

These boys select a line of shop work and spend three hours per day in that shop for a two-year period. Changes may not be made except where both instructor and child agree that the wrong

shop was first selected.

No attempt has been made to connect up this work with industry, as employment conditions have been such that to place boys would have been almost impossible. However, better than half of those who are working in the printing department have been able to locate part time work in the down-town shops and are making good.

We hope some time in the future to be able to continue this work into the Senior High School by organizing special trade classes there that the boys who have been with us two years may enter. We have already made special arrangements to put one boy into the Senior High Print Shop, but that is the only opening so far.

The aim of these courses is two-fold—it not only attempts to prepare boys and girls to go to work, but it also helps to hold children in school, as it connects the school much more closely with the work that these children expect to have to follow and they can see the advantage of continuing in school.

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### EAST JUNIOR HIGH SCHOOL

D. A. Hayworth, Principal

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More than 500 homes have been visited by the East Junior teachers. This is an outstanding achievement when one considers that East Junior district covers more than nine square miles.

Why do the home room teachers consider it worth while to visit the homes of their pupils? The following reasons justify the time and effort for making these home calls:

1. A teacher can know a boy or girl better by personally meeting the parent and discussing the child's welfare.
2. The visitation gives an opportu-

ity for explanation of the junior high school and its undertakings. This often clears up misunderstandings.

3. The teacher enters more into the community life by meeting parents who often are unable to visit the schools. More parents visit East Junior because of this visitation. They know they are welcome to return the visit by attending the class room work of the teacher.

4. A connecting link is made between the parent and teacher which prevents discord or misunderstanding of the pupils' problems.

5. The teacher meets the parents under favorable circumstances. She does not visit because the boy or girl is causing her trouble. The teacher comes so that she and the parent may be mutually helpful to the pupil.

### DIRECT MORAL INSTRUCTION, A NEGLECTED

#### PHASE OF CHARACTER EDUCATION

Rail I. Grigsby, Prin. Amos Hiatt Jr. H. S., Des Moines, Iowa

Yesterday I went into a seventh grade class-room in Geography. The class had been studying about the products of Russia. One youngster rose to tell the class that "95% of the world's supply of platinum comes from Russia". The teacher then sought by questioning to bring out some of the uses of platinum which made it commercially valuable. Several pupils mentioned its vogue as a precious metal for jewelry making. At this point the teacher's eye fell upon my Waldemar chain, and she asked whether it might be exhibited as showing one use of platinum in jewelry making. As the Waldemar chain was being passed around the class, one boy raised his hand and suggested doubt as to whether or not it was really platinum, since he said he had recently examined some chains in the "dime store" which looked quite similar. Thus appealed to, I countered by asking how one might really tell whether or not it was platinum. All agreed that they could not tell the difference between real platinum and German silver or nickel finish. "How, then," I asked, "when I go in to Plumb's Jewelry Store to purchase myself a platinum Waldemar

chain may I feel confident that the article I purchase is actually platinum and not a cheap imitation?"

From this point further questions and discussion developed the topic of the role of "confidence" in business, and the conclusion that trust or confidence was based upon a continuous record for square-dealing or trustworthiness.

The application of the trait of trustworthiness to the present school life of pupils was then brought out by skillful questions as to just what John, who has a reputation for trustworthiness, would do in certain common temptation situations. It developed that John was never truant, he conscientiously prepared his lessons, he could be relied upon to carry messages from the school to his parents, to return his report card promptly, etc., etc.

As the period ended, several interested youngsters volunteered to bring to class reports of the lives of Lincoln, Grant, Marshal Field and others who have achieved distinction because of their trustworthiness. One Boy Scout in the class undertook to explain the Scout Law of Trustworthiness and what it really meant to a Scout.

In short, I left the class-room with a



real glow of enthusiasm for the fine lesson in character education I had witnessed. Please note that this was **direct moral instruction**, in that attention focused upon the discussion of the character trait of trustworthiness. It was **incidental** in that it hadn't been included in the course of study for this particular class at this particular time. It depended therefore upon the insight and the interest in character values of this teacher to catch this opportunity to build up the ideal of trustworthiness. Let me point out that this is the very element of weakness of the incidental catch-as-catch-can school of character education. For teachers generally are not to be depended upon to catch the opportunities that offer, or to recognize them as opportunities when they come; moreover they vary widely in their ability to extemporize upon moral themes. Let me revert to the illustration above given. As a matter of fact, this is a true report of a class-room visit up to the point of the introduction of the question of how one might tell platinum from its cheaper imitations. The rest of the moral discussion occurred only in my imagination. Now why did it occur to me and not to the teacher. I would suggest two reasons: First, I had been thinking about character education values when the teacher had been thinking of subject matter, course of study values; second, I had no sense of being pushed for time in covering a course of study as did she, perhaps.

Now for a second example. The other day a boy came into my office at the lunch hour saying that he had lost his lunch, and asking if I would lend him fifteen cents for lunch until the next day. I loaned him the money, accepted his I. O. U. slip and his promise of repayment on the morrow. Two days passed and I noted that the amount had

not been repaid. So I called him to the office and suggested that he had forgotten something rather important. He accepted the excuse thus suggested, i. e., that he had a poor memory, and promised to bring the money the next day. Several days later I called him to the office again and succeeded in extracting the fifteen cents. Now would you believe that it was hardly two weeks before he again appeared before me at the lunch hour and requested a second extension of credit. I refused him the loan, however, taking care to point out to him that one's financial credit was based upon his record of performance of promises made on confidence of the lender in the borrower; and that his performance in the case of his last loan was such as to ruin his financial credit with me.

Now this, too, was direct moral instruction. It, too, was incidental in that sense that it was not a part of the regularly organized curriculum. It differed from the first example in that it was individual instruction rather than group instruction; and that it was given in the presence of an ethical dilemma rather than in advance of a hypothetical situation. Many such bits of individual direct moral instruction are given by teachers in personal conference, in correction and reproof, within the term of a school year.

Now, for a third example, consider the case of the school in which an assembly was held in advance of the crucial football game of the year. The various pep speakers had done their bit, the cheer leaders had performed their accustomed contortions, and the principal arose to make some closing remarks. He called attention to the fact that this was to be the last and deciding game for the season; that the visiting team and their accompanying root-



ers were to be considered as guests; that the bleachers had a responsibility in the matter of sportsmanship as great as had the players. He even proceeded to enumerate the specific things which meant good sportsmanship for the spectators: cheering for an injured opponent, quiet when the opposing team was calling signals near the home team's stands, etc.

This, too, was direct moral instruction; it differed from the second example in that it was group instruction, rather than individual instruction; in that it was given in advance of an actual conduct situation.

For a fourth example of direct moral instruction, consider the following: In a certain school it was decided that incidental treatment of moral themes, important as it was, did not assure that all the major ethical ideals would secure proper emphasis. Accordingly it was decided to organize the teaching of citizenship about the major ethical ideals. Definite units of materials were provided for the use of teachers and pupils; a definite allotment of time was made for the work.

The method was that of discussion by the class group under the guidance of the teacher—a procedure familiar to every teacher of social science.

The following unit indicates the nature of the materials used:

#### TRAINING RESPECT FOR PROPERTY (HONESTY)

1. One of the home owners in the neighborhood of Adams School recently came into the Principal's office and made this complaint:

"Can't you do something to stop the pupils of this school from destroying the property of citizens in the neighborhood? Two years ago I bought a house near here. I've spent a lot of time and money improving it and the grounds about it; but it's no use. The boys from this school tramp across our

lawn, tear down our shrubbery, and pick our flowers."

a. What kind of reputation were these pupils giving their school?

b. Was their conduct: thoughtless, unkind, selfish, impolite, disloyal? Which?

Mary and Ellen were sisters. Mary had a new coat which she had never worn. One night when her sister was away from the house, Ellen decided to "borrow" the coat and wear it to a party to which she had been invited. In leaving the house after the party, she caught the coat on the door and tore a small hole in it.

a. Did Ellen have the right to wear Mary's coat? Why?

b. If she had not torn the coat, do you think she would have been right in wearing it?

c. What do you think is meant by "The right of ownership"?

3. One day, as Helen was walking along the corridor at school she found a bright new chain pocketbook. No one saw her pick it up. She hastily opened it to find that it contained only a small amount of money and a handkerchief, but no owner's name. She did so want a new chain pocketbook. Undecided what to do, she took the pocketbook home that night. The next day, however, she returned it to the school "Lost-and-Found Department". Imagine her surprise when later that day her best friend met her in the hall carrying a new chain pocketbook. "Oh, I'm so happy," said her friend. "My aunt had given me this new pocketbook for my birthday and yesterday I lost it, but I have just recovered it from the "Lost-and-Found Department".

a. How do you think Helen felt when she discovered that the pocketbook had belonged to her best friend?

b. Should one be more careful to return a friend's property than a stranger's? Why?

c. What do you think of the old saying, "Finders keepers; losers weepers"?

4. Near the city was a very beautiful meadow. A slight slope, a ravine, and a group of trees overhanging a brook made it an ideal place for picnics. Each spring the Camp Fire Girls held

at least one picnic there. This year, however, when they arrived they were dismayed to find their favorite picnic spot ruined. Tin cans had been thrown in the stream; the grass had been burned off in large patches; papers, orange peelings; and egg shells littered the ground. As they were leaving the spot, the owner was seen approaching with a new sign: "No picknickers Allowed—Keep Out".

a. Show how a few people in this story kept many others from pleasure.

5. The boys were playing ball in the school yard on Saturday. "Crash!" and the ball had gone through a window.

"We'll have to tell the Principal on Monday," said Henry. "I wonder how much it will cost to replace it?"

"Why tell him?" said George. "The school is public property. All our parents helped pay for that window in the first place by paying taxes."

a. With which boy do you agree? Why?

6. Late one spring evening in returning from a class picnic, one of a group of boys said to another, "See that street light, Joe? Bet'cha I can hit it."

"I'll bet'cha you can't," said Joe. "Crash" went the street light, and the boys fled up the street.

a. Would you call the breaking of the street light dishonest? mischievous? thoughtless? selfish? Which? Why?

b. Did it make any difference that it was a criminal offense in the eyes of the law? Or that it would cost the city \$5.00 to replace it?

c. Were Joe and the other boys partly to blame that the light was broken?

7. A group of boys were on their way home from school. As they passed a grocery store one of them grabbed four or five apples, whereupon all of the boys took to their heels.

a. Would you have run too? Why?

b. Would you have helped to eat the apples? Why?

8. John hurried into the school library one evening after basketball practice. The librarian had gone home but the janitor was cleaning the blackboard at the front of the room. John needed a certain book from the library to prepare his assignment for the next day.

He therefore watched his chance, and when the janitor left the room momentarily with the waste paper, took the book from the open shelf and hurried home.

a. Should John have taken the book? Why?

b. Did it make any difference that he expected to return it secretly the next day?

9. One day Mary went to the store to purchase 15c worth of soap for her mother. She handed the store-keeper a dollar bill in payment, and received back 80c in change. Next day she purchased a 10c loaf of bread at the store. The store was crowded. After wrapping her parcel, the store-keeper forgot to take her money in payment. Mary hurried out of the store, saying to herself, "That makes us even. You cheated me yesterday."

a. Did it make Mary even? Why?

b. What should Mary have done when the store-keeper first made a mistake in her change?

c. What should she have done when he forgot to take her money?

10. When Ulysses S. Grant was in Georgetown at school this story is told about him. One day while playing with a neighbor boy, he batted a ball through the window of the neighboring house. Instead of running away or pretending that another boy had done it, Ulysses went at once and knocked at the door of the house, and said to the owner: "I have broken your window, but I'm going to get a pane of glass and have it put in right away."

The owner, who had seen how the accident happened, told the Grant boy to go back and play, and she would attend to the glass. In telling about the accident afterwards, she said, "Ulysses was not more to blame than the other boy. I like Lyss Grant; he's such a square, manly little fellow."—From: Burnham "Hero Tales from History" p. 334.

11. Many incidents are told of the early life of Abraham Lincoln, incidents which serve to show how he won the nickname "Honest Abe".

During one period of his life he was working as a clerk in a small country

store. One day an old lady came into the store and made a purchase. Not until the evening did Lincoln discover that he had given her a few pennies too little in change. So he put on his hat and coat, and without any thought of his own inconvenience in the matter, walked several miles to the old woman's home to return to her the few pennies he had failed to give her in the store earlier in the day.

Discovering that the weight with which he had weighed up a purchase for a customer was lighter than the one he had thought to use; he immediately made good the mistake by sending the extra ounces to the customer.

And so the neighbors began to speak of the tall, lanky, awkward clerk as Honest Abe. The nickname so given clung to him all through life and caused millions of his fellow countrymen later to feel confident that with "Honest Abe" in the White House that affairs of the country were safe. "The framework of Lincoln's mental and moral life is honesty," said one of his friends in speaking of the President.

12. Regard for the right of property is an acquired habit. Among animals generally the stronger takes from the weaker. The child naturally takes whatever comes to hand, until taught not to do so. Doubtless primitive man did not differ from the other animals in this respect. But society, through custom and law, has undertaken to safeguard the ownership of property; so that the weak as well as the strong may feel that his property is secure.

### THINGS TO THINK ABOUT AND THINGS TO DO

1. Look up in the dictionary the meaning of: "ownership", "property", "stealing", "honesty".

2. Is it ever all right to steal? When? Why?

3. Is it right to take articles from hotels or trains as "souvenirs"?

4. Who owns the school property? The public park? Is it right to injure this property? Is it right to pick the flowers in the park? Is it right to take the chalk or eraser's from the school? Why?

5. Dishonesty with other people leads to dishonesty with one's self. How can this be true?

6. "Honesty is the best policy". Is this true? Is this the best reason for being honest? Are there other reasons? What are they?

7. What should be done with an article found at school? On the street car? On the street? In a store?

8. What should a person do when some one uses his belongings without his permission?

9. Have a poster contest. Give prizes for the posters best representing the right and wrong treatment of property right. Place the best posters in the school corridors.

10. Adopt a project for the class in which the care of property is involved. For instance, the class might plan to care for supplementary and textbook material in the room. Each member of the class should serve in turn as librarian to loan books for home use; as monitors to mend books accidentally torn, erase accumulated dirt; and to keep the materials on shelves and in files in order.

11. Write a paragraph describing the rights and privileges of an "owner". The obligations of an owner.

12. Collect clippings or incidents showing respect or disrespect for property rights.

13. Make a survey of the school building and grounds to discover whether proper care is being taken of them. List evidence of improper care. Bring them up for discussion in student council or home rooms. Undertake a campaign to inform students of the proper care to be given school property—through the school paper, talks in assembly period, posters, and bulletins of publicity. Make another survey at the end of the year. Report improvement to the school.

14. List the examples of improper care for public property of which you know. Check the ones for which you are partly responsible. Star ones you might improve by your own efforts.

15. Dramatize original incidents, showing the rights of ownership.

16. Paraphrase the following prov-



eros and quotations:

a. "He who steals an egg will soon steal an ox."—Old Proverb.

b. "He that loseth his honesty hath nothing else to lose."—Lyly.

c. "Thou shalt not steal."—Exodus 20:15.

d. "What is dishonorably got is dishonorably squandered."—Cicero.

e. "Property has its duties as well as its rights."—Drummond.

f. "Badly ~~and~~ badly spent."—Planters.

Please note the following essential matters:

(1) Hypothetical situations were presented, typical of those occurring in the everyday life of boys and girls of junior high school age. To the degree that pupils can be led to enter into these situations and their solutions are they receiving vicarious experience in meeting just such situations.

(2) Biographical and story materials drawn from literary sources are used to develop and generalize the concepts, and to infuse with feeling the ideas; it is thus that ideas about become ideals of right,—by being desired, and consequently striven for.

(3) The concept is further generalized by suggesting a variety of applications of the concept of principle to life situations.

(4) Assignment is made of "Things to think about and things to do."

The objection to such materials, and such a course in citizenship is clear. It arises from the danger of formalizing the matter of personal and civic conduct, and thus divorcing it from interest. To be sure, this danger is hardly less grave in any other subject of the curriculum; but it is fraught with particular peril in the teaching of citizenship, because in this field certainly it does make a real difference when instruction "goes in one ear and out of the other."

The necessity of some sort of instruction is clear. Ideas and their accompanying feelings are the only influences which teachers are able to bring to bear in guiding the conduct of pupils.

"Character," we say, "is born in the matrix of activity." True enough. Now let us examine any particular activity for its character-building potentialities. Take athletics, for example. We say that athletic competition develops the traits of resourcefulness, self-control, sportsmanship, loyalty to the team and the school, self-sacrifice, team-work or co-operation. Very well. Insofar as these are moral qualities or traits, they develop from conscious choices, repeated until a general habit or attitude of response is formed. In any particular situation, such as temptation to break training vs. loyalty to the team, what will influence the boy to choose the right? I submit that it is the realization in imagination of the consequences of the one course of action or the other—ideas and their accompanying feelings. The influence or guidance which any person can afford in the face of such a temptation, if known, consists in the ideas which he presents of these consequences.

Those educationists who emphasize moral training, by the provision of a variety of wholesome situations, must be aware of the fact that morality is but another name for "conscious choice of the better"; and that any true ethical situation involves the element of conscious choice. Hence, if we are to be assured that the right moral choice will be made in any situation, we can only do so, not by controlling the situation (to reduce the temptation) so much as by influencing the mind set or attitude of the person in advance, so that he will make the right decision.



# Report of the Proceedings of the Third Annual Conference on Secondary Education

Held under the auspices of Teachers College, Temple University, Oct. 14-15, 1927.

(An attempt has been made to reproduce in abstract form a fair interpretation of the ideas expressed in each paper presented. In a few cases, because of the nature of the material, it was found very difficult to present the point of view adequately to do justice to the author of the paper. Arrangements have therefore been made to provide in mimeographed form a complete copy of any paper desired. Requests should be addressed to Joseph S. Butterweck, Assistant Professor of Education, Temple University, Philadelphia.)

## Conference Topic: The Junior and Senior High School, What Each Can Learn From the Other

### I. ARTICULATION OF THE JUNIOR AND SENIOR HIGH SCHOOL.—

#### Session Topic (Friday Evening).

JOHN H. BOSSHART, Superintendent, School  
District of South Orange and Maplewood, N.J.

Superintendent Bosshart's approach to a solution of the problem of articulation may be expressed as follows:—Articulation is a by-product resulting from a "mutual understanding by the faculties of the two schools of the purposes of instruction at both levels" and a re-organization of the methods of classroom instruction to the end that the declared purposes will become learning outcomes.

"Little progress is possible unless first the senior school offers curriculums proved necessary by the experience of the junior school. Curriculums requiring no algebra or foreign language and differentiated courses in core studies are a necessity, if the upper school is to adjust to the more heterogeneous

groups of pupils. Likewise ability groupings or some form of adjustment to the individual ability are still more necessary if the normal industrial pupil is to have the opportunity to succeed."

"Although social training is in itself a sufficient reason for the maintenance of our present extensive secondary education, and although the training of the emotions is perhaps the most important work that we do, we cannot neglect the efficiency of ordinary class-room instruction."

"We must show results not only in the increase of the number of pupils completing grades ten, eleven, and twelve, but also in the improvement of the quality of work done in the classroom. Better training of the emotions, better integration of the individuality of the pupil, should in the end show re-

sults in scholarship. If after the junior school is in operation for six years, the people discover that the graduates of real natural ability are unable to meet college requirements or indicate a careless, inaccurate scholarship, there will probably be a reaction which will be detrimental to progress for many years to come."

"The teachers of the junior school would be less prone to institute some reforms if they were closer to the firing line.

On the other hand, the teacher of the senior school is often oblivious of the fact that he is following ineffective methods of instruction handed down to him from a less scientific age. His preparation of subject matter and method is often based upon an adult psychology poorly adapted to the young people in his classes, and quite unrelated to any real problems of life. He deludes himself into thinking that the demand for a high standard and the use of his method as a selective agency, constitute successful teaching. He does not know what the junior school teacher is trying to do or why.

The way out is being found not by mechanical articulation of previously established courses and methods, but by new conceptions of what the classroom teachers at both levels are trying to do."

"Sanderson of Aundle established a junior school in which the basis of instruction was experience usually through group activity. He was not concerned with abstract facts or mechanics, but with the pupil's opportunity to acquire, through experience, interest and power. Upon this foundation Sanderson builded successfully the logical, isolated courses which prepared for the university.

A similar change is taking place in

our schools in the teaching of French. The long grammatical exercises and extensive vocabulary formerly presented by the "indirect method" are giving way to the direct method using a restricted vocabulary and less grammar. The pupil is given a richer experience in the use of fewer, more familiar words.

Within this less extensive field, a more perfect technique is required. The grammar appears later as a generalization which the pupil can formulate after experience. Because the approach is oral, even the amount of reading is less at the beginning. Gradually the pupil gains familiarity with the language, develops an interest and a solid foundation, and finally emerges with a command of the mechanics and grammar. He gains ability to read French instead of thumbing a vocabulary, and to express himself both in speech and writing without translating as he proceeds. There are no complaints from parents or colleges concerning this kind of product. In fact, there is much resultant commendation.

A very able teacher of high school mathematics came into the writer's office a number of years ago to say that he had found out what was the trouble with pupils who came from the grammar schools. His diagnosis was that they needed more drill. After a conference, he decided to investigate further. His final conclusion was that the pupils had had too much drill, resulting in a lack of ability to think through mathematical problems. The trouble seemed to be too much 'modern work' and too many problems like the one at the top of the page.

In contrast to the 'old arithmetic' is the general mathematics of today, inviting the pupils to think all the way through, using problems related to ac-

tual life, developing an interest in the subject, and adopting the work and method to the pupil's age. There is no evidence that a good mastery of the mechanics cannot be acquired as needed in such a course. This kind of mathematics appeals to parents as common-sense. It offers to the pupil the opportunity to try himself out. It forms the background of experience in arithmetic, algebra, and geometry upon which the senior school teacher can build strong work in the specific subjects.

About two years ago, the writer asked a very able, well-known experimental physicist what changes should be made in the teaching of chemistry and physics in the high schools. The reply was that there should be fewer experiments covering the same field, but that the pupil should have more independent and varied experience with each experiment. Perhaps it may reach the point some day when it shall be less fearful of breakage and more willing to let the pupil think his way through his own experiments.

Even teachers of Latin show marked tendencies to change methods of procedure. Here again the intent of the junior school is to give the pupil more experience. As this language is not oral, the experience must come through more extensive reading adapted to the pupil's mental age. Grammar is to be taught more gradually, as in French a generalization growing out of the pupil's experience. The composition will be more thoroughly done with a restricted vocabulary. Even the dead line, known as 'Caesar' is to give way to a more gradual development of reading power. 'Caesar' is no longer to be used as a selective agency. All this means in the end more interest and power.

To summarize, the articulation of the

junior and senior schools is being accomplished through a change of the statement of the purposes and methods of instruction. This involves the elimination of the use of subject matter as selective agency and the abolition of fixed standards based upon adult psychology. It aims to develop more interest and power by

- (1) Adapting subject matter and method to the pupil's mental age and ability.
- (2) Giving the pupil a background of experience from which he may form generalizations.
- (3) Teaching technique as its functions in use and organizing the work so that the technique may be systematically acquired.
- (4) Relating the subject matter to life.
- (5) Teaching the subject so that it may have a try-out value and then develop a real interest.

Such an understanding of the purposes of instruction, and such an adjustment of method must in the end produce a more virile scholarship. If the teachers of both junior and senior schools will do their parts, they need not fear the outcome."

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DAVID E. WEGLEIN, Superintendent of Public Instruction, Baltimore, Maryland.

Superintendent Weglein explains the methods employed in Baltimore to bring about better articulation.

Through curriculum study and revision:—"For each subject there was a junior high school committee and a senior high school committee. The junior high school committee was composed of one representative from each junior high school, and one representative from each senior high school. Each senior high school committee was composed

of one representative from each senior high school. By having both types of schools represented on each junior high school committee, it was intended to bring about closer articulation, and this expectation has been, to a considerable extent realized. These subject committees worked rapidly and prepared tentative courses of study, which were mimeographed and put into effect in September, 1921. The committee continued to work, and made use of the classroom experience which the preliminary courses of study were providing. In the fall of 1921, the two committees, one for the junior high schools and one for the senior high schools in each subject were consolidated, the purpose being again to secure closer articulation. Curriculum experts from other parts of the country were asked to cooperate. They reviewed the courses of study which had been revised, and offered many suggestions looking toward improvements. They also held conferences with the committees. The courses were again revised in the light of the suggestions received, and were prepared for printing. The first ones came from the press in 1924, and since that time there has been published a course of study in nearly every subject offered in the senior and junior high schools. Our practice has been to publish both the junior and senior course of study in one volume, so that each junior high school teacher may have available the senior high school course of study, and vice versa. This procedure again makes for closer articulation."

Through supervision:--Baltimore employs the city-wide subject supervisors for all junior high schools rather than the head of department type of supervision. In senior high schools supervision is done by heads of departments

in each school. The supervisors of the Latin and the French in the junior high schools. "This enables us to secure close articulation in these two subjects, an outcome which is highly desirable. One of the features of supervisory work in the junior high schools has been provision for holding demonstration lessons followed by a discussion along professional lines. The lesson is given by a teacher who volunteers for the purpose, and plans are carefully made with the help of the subject supervisor. The lesson is given to a regular class under normal conditions during the last period of the school day. All of the teachers of this subject in all of the junior high schools of the city are present, and after the lesson is finished and the class dismissed, a critique follows under the leadership of the supervisor. The effect of these professional exercises in improving classroom instruction has been very great. Sometimes the heads of departments in the senior high schools, are also invited, the purpose being to bring about closer articulation in the work of the two types of schools."

Through other special means: "In Baltimore for the past six years, we have had regularly each month a conference of principals of the senior and junior high schools, together with the junior high school supervisors, under the leadership of the assistant superintendent in charge of secondary education. Each conference lasts for two hours, and usually about three-fourths of the time is occupied in a professional discussion of studies presented by the several principals and supervisors. Each topic considered is of a practical nature, and the members of the conference have uniformly declared that great benefit has been derived from the meetings.

A follow-up of all junior high school



pupils in the tenth grade of the senior high school at the end of the first quarter in English, French, Latin, bookkeeping, and typewriting." This was accomplished by the use of a series of appropriate achievement tests. "The results, showing city-wide distribution of failures by subjects as well as by junior high schools were given to junior high school supervisors for study and inquiry.

Moreover, demonstration lessons are planned to be given in the senior high schools by senior high school teachers, and to these junior high school teachers will be invited."

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A. "HOW SHALL WE ACCOUNT FOR A DIFFERENCE IN PROMOTION AND RETENTION RATES WITHIN THE JUNIOR AND SENIOR HIGH SCHOOLS."—Sectional meeting topic.

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EDWIN Y. MONTANYE, Principal, Roxborough High School, Philadelphia: "Standards for Promotion in Philadelphia Junior High Schools."

"Philadelphia Junior High Schools promote on a subject basis but pupils may be promoted with failures in two majors and one minor. However, pupils are not promoted from 9B to Senior High School unless they have secured 40 points of credit in the 9A and 9B Grades. The major and minor subjects in which pupils fail in 7, 8, and 9A term, are repeated during the following term under the guidance of a coaching teacher in restoration classes. Some schools use the Dalton plan in dealing with the pupils who make up failures."

"Of the three types of schools in Philadelphia, namely, elementary, junior high, and senior high, the promotion rate is highest in junior high school. The average rates for the ten year per-

iod ending January 31 1927 are as follows: Elementary 84.9%, Junior High 89.1%, Senior High 78.3%."

"The influence of counseling and guidance is reflected in the success of the pupils in Junior High School. Other factors which make for a higher rate of promotion here are: restoration classes, the longer school day, experienced teachers, grouping by ability, friendly atmosphere of the junior high school."

"The promotion rate for 9B students in junior high school January 1927 was 82.7%, considerably lower than the ten year average. This is viewed with alarm and probably indicates a tendency to revert to the practice of elimination characteristic of the senior high school in this grade. This tendency should be checked by a more intensive application of the principle of try out courses, counseling, and guidance, etc."

"The largest percentage is found in the foreign languages. Promotions here range from 71 to 77½ while all other subjects except Mathematics are over 90½." Reference is here made to Bulletin 44 of Division of Education Research and Results.

"What is to be done with pupils who cannot meet the standards required for promotion in junior and senior high school?" Reference is here made to Bulletin 20 of the Carnegie Foundation for the Advancement of Teaching. "Dr. Learned states that, 'The great increase in the number of subjects taught calls for many more skilled teachers than the country is at present supplying.' The great variety of material in the curriculum has made for a certain superficiality in training. The effort to open the doors of the secondary school and of the college to all who may desire to come has tended to bring the ablest students to

the same plane of achievement as the poorest."

"Seattle, Washington, puts all failing high school pupils on probation. After a given probationary period those who fail are dropped from the roll. Dropped pupils who still desire to attend school must attend ungraded high school classes. Philadelphia provides special classes for backward pupils in elementary schools. Possibly ungraded classes in junior and senior high schools would help to care for the laggards and others who cannot keep pace with the average pupils."

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EDGAR J. WILLIAMS, South Philadelphia High School for Boys.

Mr. Williams cites the above mentioned difference in promotion rates in Philadelphia and continues as follows:—

"One asks why this difference. It seems to be due to several facts. In the first place, it is another case of the new institution with its youthful enthusiasm stripped of the tradition of years and built after the best modern educational theory as compared with the older institution bound more or less by the restrictions handed from the past. Then, too, there is the difference in the aim and facilities of the two institutions. The newer school grew out of the desire to 'reduce elimination to a minimum;' so that many of its points of strength are focused on that one objective. Equipment, teachers—its total environment—were designed to promote that end. Practices that interfered were eliminated. To keep pupils in school a year longer with the hope that the habits of a real student may be fostered is indeed a worthy objective. In contrast to this new institution we have the older still keeping its eyes on the college ahead—and rightly so to a cer-

tain extent, for it must meet the need of the boy or girl who must later measure up to the standards set above. That this is true may be shown by the fact that the South Philadelphia High School for Boys in 1925 certificated 72% of its graduates for admission to higher institutions. Therein lies the part of the reason for the stressing of content in the Senior High School instead of emphasizing appreciation and organization."

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B. "WHAT SHALL BE THE PLACE OF STUDENT ACTIVITIES IN EACH OF THESE SCHOOLS?" — Sectional meeting topic.

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SUPERINTENDENT A. D. FERGUSON, of Swarthmore, Pennsylvania.

He emphasized the student organization as of greatest value in his school. He pointed to the difficulties of providing administratively for a general activities period and referred to a combined lunch and activities period of one hour and twenty minutes as the most practical. For this period a different program is provided for pupils of the junior and senior high schools and there is a separate director of activities for each school. He expressed opposition to compulsory participation and characterized it as 'artificial and calculated to defeat the very purpose for which activities programs exist.'

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MRS. JESSIE D. MEYERS, of the Gillespie Junior High School, Philadelphia.

The so-called "school clubs" have been "more maligned and misunderstood than any other pedagogic device introduced during the last quarter century. We still have teachers, here and there, wishing for the good old days when

they were allowed to teach in peace. But that much extolled peace, however, was often the peace of lethargy, an inglorious peace, not the wholesome flexibility and movement upward and outward toward better and higher levels.

To those who have had the vision of the true purpose of extra curriculum activities, school clubs have proved an inspiring outlet for teaching power, and a field rich in possibilities for rendering service to childhood.

School clubs when properly organized and conducted are linked up absolutely with Dr. Kilpatrick's idea that education is of life for life and by and through life; not mere preparation for life, but life itself.

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MISS MARGARET MacDONALD, Counselor at the Cheltenham Township High School, Elkins Park, Pennsylvania.

The Home Room stands at the head of the list of activities for it provides the best means through which the school can "organize the whole system of education so that there shall be opportunity for every member, singly and in groups, to practice the qualities of the good citizen here and now with results satisfying to himself," using the words of Professor Fretwell of Columbia University.

The following core content is being used at Cheltenham:—

1. Seventh Grade
  - (a) Orientation
  - (b) Social behaviors for school
2. Eighth Grade
  - (a) Analysis and execution of the school life essential to upper and underclassmen for a happy and profitable time.
  - (b) Social behaviors for home

3. Ninth Grade
  - (a) Counseling for the Sr. High School
  - (b) Social behaviors for public places and traveling
4. Tenth Grade
  - (a) Orientation
  - (b) Social behaviors for formal and informal occasions
5. Eleventh Grade
  - (a) Analysis and execution of the school life essential to upperclassmen for a happy and profitable time
  - (b) Social behaviors for business.
6. Twelfth Grade
  - (a) Human relationships
  - (b) Counseling for the next 'beginning'

1. Trade, business, college."

A list of suggestive activities was given by Miss MacDonald under the following heads:—

1. Altruism
2. Clean living
3. Cultural ideals
4. Efficient execution of duties
5. Leadership and fellowship
6. Self-expression
7. Social behaviors
8. Social relationships

"Activities alone do not make a Home Room. Much depends upon the Sponsor. He must have the vision of the whole organization. He must believe in its possibilities for good. Only such a balanced concept can set the desired emotional pattern for the group. Vision plus belief, plus worthwhile activities equal 'satisfaction here and now' to members and Sponsor."

C. THE JUNIOR HIGH SCHOOL AS A FINISHING SCHOOL, FOR WHOM, AND WHAT ADJUSTMENTS NEED TO BE MADE.—Sectional meeting topic.

SUPERINTENDENT MILTON D. PROCTOR,  
of Uniontown, Pennsylvania.

"A junior high school can not be of much assistance to the pupils it never reaches.

It is the duty and privilege of the junior high school to accept all those who are in any way so mature that they will derive more benefit from the secondary school than from the elementary school.

Before the junior high school can perform this duty and enjoy this privilege, it must make provision for certain activities, furnish certain opportunities, and provide satisfactions for desirable behavior.

If the junior high school is going to accept boys and girls who will have little or no chance to continue in our public schools beyond its influence, because of social, financial or mental limitations;

- a. it must provide for actual experiencing in a socialized community.
- b. it must provide for creative expression
- c. it must furnish educational opportunities which are definite and immediately available
- d. it must make ample recognition of the fact that advisement must be inherent in all efforts to educate
- e. it must furnish opportunities to develop self control and social control
- f. it must have a new concept of subject matter and the function of the curriculum
- g. above all else it must provide a

success for every boy and girl.

We have run our schools too long on the principle that 'you can't make a silken purse out of a sow's ear.' Perhaps we cannot make a silken purse, but I do know that you can make a good pigskin pocketbook.

Junior high school boys and girls want to do things, and they are not primarily interested in having things done for them. They are by nature socially minded. They want to do things together. Therefore, the real junior high school makes provision for actually experiencing in a socialized community. It provides for pupil enterprise. Traffic control in the building, safety patrol in the streets, leadership in 'clean-up' campaigns, care-of-property committees, and other school service organizations offer excellent opportunities for training in real social situations. Often, in these activities, we find older and more mature boys and girls assuming leadership. There must be for all pupils, precise practice in learning concepts and modes of behavior, as well as in learning the primary bonds of addition.

There must be provision for creative initiative. Creative ability is by no means confined to those more fortunate boys and girls who are preparing for a college education. The program of studies must include opportunities so that boys and girls may find a free expression of their tastes and abilities in music, art, literature, science and other creative expressions.

The shop and laboratory program must be so organized that they can offer to the slow and over-aged some educational opportunity which will be definite and immediately valuable.

Just for a moment let us assume that the object of this meeting is to provide



a program of studies which will prepare boys and girls for a complete living in a democracy. At the same time, let us assume that we have forgotten all that we know about past educational procedure. Together we are going to create a new school in and for a democracy. What will be the result of our conference? Shall we decide to teach English classics, chronological history, quadratic equations, cube root, Latin conjugations or capitals of the South American countries? Or, shall we set up a program of advisement in health, vocation, use of leisure time, education and wholesome human relationships?

Advisement or guidance is inherent in all efforts to educate, and if we could be free from the shackles of past educational procedure, the major emphasis in our program of studies would be placed on helping our boys and girls to acquire a way of behaving.

The junior high school "should serve as a laboratory of social experiences in which reasonable freedom is permitted and in which training is provided in both self-control and social control." An honest attempt should be made to provide an opportunity for children to socialize their discipline. Care of buildings and grounds, traffic management, control of student conduct at lectures, games, offer an opportunity for training in leadership and citizenship.

A new concept of subject matter is necessary. We must realize the changes which take place in children are more important than the subject matter acquired. We must think of subject matter as ways of behaving. The curriculum is not the thing that your secretary runs off on the mimeograph. It is the thing which changes the behavior of boys and girls. It is useless and futile to store up subject matter for future use. In fact, it can't

be done. Subject matter is productive in so far as it is useful in connecting present enterprises, in solving present problems and winning every day victories.

The most tragic thing in the life of a child is his failure to win school success. That school which provides a small success for every pupil, for every teacher, and for the janitor, every day, is the best school. "The memory of past success develops the belief in one's power to do something." It may be necessary for some pupils at some time to get an honest gauge of themselves by failure; but the junior high school must provide every child an opportunity for success. In his club, his home-room, his English class, in the shop, in the laboratory, on the athletic field, somewhere, a democratic, socialized junior high school must make some provision for every boy and girl of the junior high school age to find the thing he or she wants to do and can do with success."

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W. H. GAUMNITZ, Associate Specialist in Rural Education, Washington, D. C.

"It is one of the major objectives of the junior high school to discover these individual differences and to differentiate educational opportunities with regard to them. A good junior high school recognizes this obligation and provides machinery to discharge it. But too often they regard the training offered by those various differentiated courses as purely exploratory and transitional with a view to further training to be provided in the secondary school. Indeed, the junior high school is widely regarded as prevocational in function, leaving it to the senior high school to provide vocational training as the natural complement. But retention statistics do not warrant this general con-

cept. The junior high school must refine its exploratory techniques with a view to discover this large group who will complete its school education with the ninth grade, and it must add to its courses and provide other means of training which will more directly fit for some specific vocational objectives."

CHARLES D. MAURER, Dean of the South Jersey Law School.

The junior high school is the finishing school for all who are intellectually unfit to do college preparatory work, and would develop the senior high school primarily into a college preparatory school.

#### D. THE PROBLEM OF THE PUPIL IDLERS UNDER SIXTEEN. WHAT IS THE REMEDY? Sectional Meeting Topic.

MISS ANNA E. BIDDLE, of the South Philadelphia High School for Girls.

They have no idlers or loafers in her high school, but all girls who might be placed into such a class by the casual observer are of one of two kinds—"The girl of great ability who could get along with minimum effort and the girl of very little ability who may 'work her head off' but never gets anywhere. She might be called a loafer judging from the results she produces, but surely the term is most unjustly used. The first girl must be stimulated and kept busy by an enriched and extended curriculum, whereas the other girl needs a reduced curriculum, or an entirely different one."

Miss Biddle then showed how they have provided a differentiated curriculum to take care of the varying abilities. Both the organization and the administration of the differentiated curriculum were discussed.

"The girl in high school without high school ability is a problem we have worked on for many years. If she is

under sixteen years of age, she must stay in school. She is shoved from one course to another and from classroom to classroom, failing miserably, becoming confirmed in that habit, yet resenting it. She feels that the school and the teachers are against her and that the world is a poor place. Often she puts up a jaunty front, or a defiant attitude as a protective defense. Who wants anyone else to know she is a 'dumb-bell,' or even to acknowledge it herself?

It seems foolish to sidestep the problem, and when it is faced there seems to be only one solution. Give her the kind of things she can do. Train her to be useful in some routine occupation. Restore her self-respect and give her a place in society which she knows she can fill.

Our Extension girls are working at their maximum speed and intensity at something which for them is much worthwhile. They are made to feel responsibility, and that is about the best integrating device possible. If she carries out the responsibility of doing the best work of which she is capable for one term, she is rewarded with another responsibility. She becomes an 'office messenger,' a dignified and honorable calling. With the first dereliction of duty she is removed from office for a month, and is restored only on application, not automatically. At the end of a year she is given a certificate, and must leave and get a job.

We are still experimenting with the curriculum—after five years. It grows better adapted every year as the teachers and the school grow in understanding. Next year we are preparing to add an eight unit 'Home Activities' course, instead of the Civics. This will consist of cooking, sewing, and care of the home and care of children."

PRINCIPAL HENRY G. DEININGER, Shaw  
Junior High School, Philadelphia.

"Loafing is symptomatic of conditions that require diagnosis and proper remedial measures. It is not sufficient to say: 'You are not studying. You must.' It is not sufficient to tell a pupil he is inattentive. The school authority must search for the underlying cause. It may be just laziness, it may be the lack of the will to do, or numerous other reasons. Sometimes these causes are comparatively simple. In others, very complex. Seldom are two cases exactly alike."

The following causes of and remedies for loafing are enumerated:

Causes (no attempt at a complete list)—

1. Health—undernourishment, poor sight, speech, excessive sudden growth, etc.
2. Social conditions—unhappy, unsuitable homes—illness at home, financial worry, both parents working, etc.
3. Absence due to working, truancy, home requirements.
4. Program of studies for Junior High School may be so rigid as to cause loafing.
  - (a) Failure to meet individual needs and aptitudes. Forced to take subject not wanted, and not permitted to take more of subjects desired.
  - (b) Non-academic minds given too little shop work. Ten to thirty per cent of all admissions should be given more shop work in Junior High School or sent to industrial centers for preliminary trade training.
  - (c) Pupils change life aim and experience difficulty in mak-

ing necessary changes in educational course. Administrative difficulties force continuance of selected group of studies until close of term.

- (d) Failure to provide for progress according to ability leads to idleness. Forcing slow pupils to try to make same progress as rapid pupils leads to discouragement, loafing and failure.
- (e) Failure of pupil to see the value of the subject and to understand its value to him. The will to do lacking, thus loafing results.

#### Remedial Measures—

1. Provide for individual needs: Variety of studies. Greater provision for 'hand minded'.
2. Provide for homogeneous grading for fast and slow progress with enriched and minimum courses.
3. Increase the emphasis of guidance so that right educational course is selected. If desire for change of course is sincere, then it should be accomplished with as little loss as possible.
4. Solution lies largely in hands of teachers. Great patience, experience and sympathy on part of teacher necessary to right solution.
5. Prevent loafing by insistence on achievement commensurate with ability and purpose. Schools must establish habits of industry.
6. Develop the will to do. Let pupil see the value and purpose of lessons, topics and subjects.
7. Having tried all without reaching the loafer, then persuade pupil and parents to see the wisdom of discontinuing the loafing and find a 'job' elsewhere."

## II. EDUCATION FOR ADJUSTMENT RATHER THAN A KNOWLEDGE OF FACTS. Session topic (Saturday Forenoon).

DR. JAMES N. RULE, Deputy Superintendent in Charge of Secondary Education, State Department, Harrisburg, Pennsylvania.

Both Doctor Rule's paper and that of Doctor Nietz, which follows, are based on an acceptance of the following philosophy of education: "Functional education starts with the pupil, his interests, abilities, and needs; and it considers these interests, abilities, and needs in connection with the community and its needs, mandates, and opportunities. This indeed demands a reorganization of secondary education, which for centuries has proceeded on a static level, being chiefly interested in the extant body of knowledge and the best way to drive these facts and laws into the mind of the pupil."

Doctor Rule's paper applies this to the work of the principal, and Doctor Nietz is concerned with its application to the work of the classroom teacher.

The application of this philosophy to the work of the principal: "Schools are organized and administered solely that pupils may learn under competent direction. Education is directed learning, and all administrative procedures and policies must be evaluated in terms of their contribution to this process."

"Who shall be admitted to our public high schools?" "Ultimately, at least, there can be but one answer to our question, who shall have a secondary education; namely, every normal girl and boy irrespective of his social and occupational status. The functions of the high school then will be not to select, as it does now, those choice few who are to go on to graduation and some beyond to college, but to distribute all adolescents into those several lines of activity and study which will help each one to realize his best self

and make his greatest contribution to society. This democratic conception of education from the view-point of organization and the functional conception of education from the view-point of instruction are reciprocal."

"What shall the high school program of studies be?" "Straight thinking on this problem of curriculum making in terms of education as adjustment seems to me to dictate the wisdom and necessity of beginning with the broad desirable outcomes of education, analyzing these in terms of definite teaching objectives and specific abilities to be gained and then searching out experiences and instructional materials wherever they may be available. Under such an organization of the program of studies, instead of departments of English, Mathematics, and all the rest, we would have departments of citizenship worthy home membership, and all the rest—whatever the agreed upon cardinal objectives of secondary education may be. And instead of courses of study in English and Mathematics, and all the rest, we would have courses of study in Citizenship, Worthy Home Membership, and so on, or subdivisions of these."

"In the meantime, until we can develop an objectified program, what are we going to do with our present subjectified program? The change will come slowly as a matter of evolution, but we can speed the evolution process along by constantly emphasizing in our curriculum making and in our supervisory program for the improvement of the quality of instruction the primary importance of objectives as points of pupil orientation in an experimental world and the merely tool character of subject matter."



Now that we have this cross-sectional enrollment gathered from every social and occupational level and have formulated an acceptable high school program, how in the light of our accepted philosophy shall these educational offerings be administered in their practical application to the needs of individual pupils?"

"Practically, many compromises with the ideal must be made for a variety of reasons which need not be elaborated. However, this necessity of doing something less than the ideal thing need not and should not deter the principal from doing what he can, with the limited resources available, to provide those conditions under which pupils can learn efficiently. For after all, the measure of the success of a principal is the measure of his success in providing conditions under which teachers can most effectively help pupils learn efficiently. Briefly, the following are some of the conditions, for which the principal is primarily responsible, which help pupils learn:

1. A system of pupil guidance which distributes pupils into the appropriate curriculums and courses of study.
2. A plan for the individualization of instruction which will give pupils opportunities commensurate with their abilities.
3. A method and system of testing which will accurately and periodically measure the quality of pupil achievement.
4. Provision of related reference and reading materials, preferably in the school library, under the direction of a trained teacher librarian."

DR. JOHN A. NIETZ, Assistant Professor of Education, University of Pittsburgh.

The application of this philosophy to the work of the classroom teacher:

"Many activities of the classroom and of instruction never become real products of learning, and should not be viewed as such. They have been merely credited, not mastered.

I—What is mastery?

1. Mastery implies completeness. This does not mean perfection, however. One is across the street or he is not across. When once across, one may continue his journey. So after one has mastered a primary adaptation, learning may continue so as to attain superior adjustments.

2. Mastery must be measured by an absolute standard. For example, one can ride a bicycle if he can maintain his balance on a bicycle indefinitely. It certainly is foolish to say that one can ride a bicycle 70 per cent. The standard must be absolute; he can ride a bicycle or he cannot.

II—How to teach for mastery.

1. Organize the subjects to be taught into proper learning units. The learning units should be such that the teaching of them will result in real educational products.

2. Apply the mastery formula to the teaching of the units. The procedure of the mastery formula is as follows:

- a. **Pre-test.** The pre-test should orient the teacher and the pupils in regard to the unit to be mastered.
- b. **Teach.** To teach in a real sense means more than the daily examining of the pupils on the daily assigned tasks. The direct method should be followed in the teaching of all courses.
- c. **Tests for results.** The purpose of the test is to determine a grading mark to be given. Furthermore, if complete mastery has not been reached, it should show just what phases of the unit have not been mastered, etc.

- d. **Adapt procedure.** This means that those who have not attained the mastery stage should be re-taught in a new way in light of the test results. This may mean a redirection of study, a reorganization of the unit, or other changes of procedure.
- e. Re-teach and re-test until all except the problem cases have attained mastery.

This procedure is no different than that followed by any efficient doctor, in the treatment of his patients. If it is successful in the field of medicine, why should it not be successful to provide for the individual differences of pupils in our teaching procedures?"

Sectional meetings attempted to show specifically how "Education for Adjustment" could be promoted for each of the high school academic subjects.

#### A. ENGLISH

MISS ELEANOR TOURISON, Philadelphia Normal School, formerly of the Holmes Junior High School, Philadelphia.

"The bulk of the reading is done at home and reported upon in school. We came to believe that great leeway must be given in this reading. We soon found that our carefully graded lists worked out on the exploratory basis, quite often were not satisfactory at all." "A rapid progress 9th grade class devoured every type of book on the list: Old Testament selection, the modern novel, the older novel, the drama, biography, a vocational guidance book, etc. I remember a boy who bought and read all of Dickens as a result of reading "Tale of Two Cities."

"Yet there were pupils in a parallel class—a slow progress one—who hadn't the power to read one book on the 9th grade list. What did we do with those pupils? We gave them permission to go

to the Public Library or to the school library to select any books they wished. They brought back and reported upon decidedly mediocre books. We had a special book case in our own school library which contained simply bait for the purpose of luring them on gradually—very gradually often—to something better. There wasn't a book in this case that could be called literature—there were silly sentimental stories for the girls like "Anne of Avonlea," and wildly exciting impossible adventure stories for the boys. These pupils were watched very closely by the teacher and the librarian and just as soon as possible persuaded to try, say a wholesome romance by Louisa Alcott, or an adventure story like "Treasure Island" or "The Dark Frigate" or possibly "Captains Courageous."

Aren't we warranted in freeing certain children from using graded lists? Reading is for enjoyment, and the teacher's part is to develop the power, along with the enjoyment, of turning to better and more difficult books. She must build on the foundation they bring to her, however weak that may be."

Magazine and newspaper reading: "Definite lessons are given at the Holmes School from 7A upon these subjects. There are frequent exhibits of what is good in newspapers. Seventy dollars are spent each year for good magazines which circulate through the homes after lessons have been given on them."

Grammar:—"The problem in grammar in all the grades was the same—how little dare we include for the groups that have such great difficulty with the subject?"

Composition:—"Continual practice is necessary if written composition is to show improvement; yet the junior high

school English teacher, with all she has to do, cannot find time always to examine the accumulating sets. The group method is here invaluable—resulting in bringing before the class the five or six papers most worthy of discussion. A full exposition of this method is given in that excellent new book 'Teaching English in the Junior High Schools,' by Webster and Smith."

GABRIEL PHILLIPS, Frankford High School, Philadelphia.

Mr. Phillips' paper dealt with a method of teaching two poems—Gray's "Elegy Written in a Country Churchyard" and Keats' "The Eve of St. Agnes". Space does not permit to reproduce the paper in full, and yet it is necessary to be given in full if it is to be fully appreciated. It will therefore be omitted here entirely. Complete copies of this paper are available.

## B. HISTORY AND SOCIAL SCIENCE

MISS AMANDA STREEPER, 2d, William Penn High School, Philadelphia.

"The question is, adjustment to what? In the past, the answer has been to adjust the individual in the limited group of the cultured; the group who was considered the capable, and from whom things were expected. At present the emphasis is on adjustment for vocational purposes—to provide something useful and usable for all the children of all the people. The danger is, this may become too materialistic. A hope for the future may be a wise combination of the two. The problem for the teachers of Social Studies is to decide how they may contribute to a reasonable adjustment to serve each aim.

Morrison says the result of learning is the acquisition of new attitudes which modify our social behavior, and which are modified by subsequent learning, but are never lost. "These

are, first, the fact that progress, all reform, new ideas of any kind, moves very slowly, and the slowness is not a cause for discouragement. Second is that of tolerance and open-mindedness, accepted usually as evidence of an educated person. Opportunity for this comes in teaching the truth; the presentation of texts with divergent points of view and the resulting search for value and authority of each with formation of a definite conclusion. A third attitude to acquire is that of interdependence, valuable either in the business or social world.

"In addition to the attitudes there are certain skills useful in every phase of life which the social studies can help the pupil to acquire. They have to do with the acquisition of facts, for it is necessary to have enough facts to support the new attitudes. First comes a knowledge of where and how to find information; the use of reference books, catalogues, guides; how to use a library, etc. In this there should be co-operation with library and museum. The pupil should learn self-reliance in this matter."

"In addition to all these, the Social Studies give an opportunity for teaching a worthy use of leisure. There is a wide field of reading to open; a desire for intelligent travel to stimulate; worth while things near at home to be seen, and thus inexpensive trips pointed out; theatre going and the movies may be given a different motive and added interest."

WILLIAM MUTHARD, Head of Social Studies Department, Coatesville, Pennsylvania.

Mr. Muthard's paper deals with an experiment in teaching racial adjustment between negro and white.

"A social studies teacher who approaches the study of the race problem

with her classes must remember that racial prejudices are generally deep seated, and can never be eliminated in the spirit of controversy. The race problem is a controversial subject that must not be treated in the spirit of controversy, but in the spirit of appreciation and fact-finding.

"The first job of the teacher is to develop a series of appreciation lessons which show the better side of the Negro. The contributions of the Negro to music, art, science and literature are studied. The life and work of such great Negro leaders as Mr. Carver, H. O. Tanner, Paul Lawrence Dunbar, Booker T. Washington, James Weldon Johnson, Roland Hayes, and Doctor DuBois are made real to the students.

"Five or six appreciation lessons of this kind are usually a revelation to the white students who have hitherto believed that Negroes are only capable of doing manual labor, and that many of them were full of criminal tendencies which could only be kept in check by keeping them in their place."

"After this, the economic and social progress of the Negro is emphasized, and social maladjustments within the Negro race, such as crime and broken home life, are seen to be the result of the handicaps of racial heredity, slavery, economic and social conditions. In this unit of work, the teacher emphasizes the importance of understanding the Negro in the light of his background. The class is taught to think in terms of fact-finding instead of prejudice."

"The final unit of work deals with establishing satisfactory inter-racial relations. The problems of segregation, need for equality of opportunity, and co-operation thru such agencies as inter-racial committees, are emphasized."

"In studying a unit of work on racial relations as described in this paper, pu-

pils will, of course, acquire facts, but the study of these facts should lead to the formation of desirable social attitudes. A saner attitude of tolerance and intelligent understanding will go a long way in solving our race problem."

"By a similar technique of appreciation lessons and the spirit of fact-finding rather than the expression of prejudices, desirable social attitudes may be developed toward immigrants, foreign countries, and people of different religious beliefs, all of which will help in solving problems of social maladjustment in the world today."

MRS. ADA OWEN, Hartford Junior High School, Upper Darby, Pennsylvania.

Mrs. Owen first showed how pupils of different ability levels reacted differently to history teaching in the matter of assignments, supplementing the thought of the text, bringing in illustrative material, in the making of history scrap books, and in making topical recitations.

She then showed how the high and low groups react differently to the teaching of the three major social objectives of history—citizenship, moral character and worthy use of leisure—and how they must be handled differently by the teacher.

Referring to the low group: "In order to develop an attitude of fairness toward the South, I read selections from 'Brave Deeds of Confederate Soldiers'; referring to the negro race, I read selections from Booker T. Washington's 'Up from Slavery'; to appreciate the character of Lincoln I never fail to read 'The Perfect Tribute' and 'Counsel Assigned'; to create an attitude of understanding and appreciation for the immigrant, I read a selection from Robert Haven Schuffler's poem, 'Scum o' the Earth', and from Edward Steiner's book 'From Alien to Citizen' or from Michael Pupin's autobiography 'From Immigrant



to Inventor', or I read them stories from Edward Husband's little collection, 'American by Adoption'."

"The lower group will never be leaders,—for them we should stress willingness to obey laws, and willingness to follow the leadership of people of outstanding ability. The higher group certainly will have to furnish the leaders of the next generation. For them we should stress the obligation of subordinating personal and small-group interests to the larger group interests of the city, the state, or the nation."

### C. NATURAL SCIENCES

DR. EDWARD E. WILDMAN, Director, Division of Science Education, Philadelphia.

"Happily, today we are getting back to a realization of the importance of personal contact between teacher and pupil in the great work of education. We now fully realize that no doctor could successfully treat his patients by giving them all the same colored pill, so we teachers must finally deal with the individual, and in friendly ways show him how to use his own powers in his own development toward success in the field of science."

"The teaching of science is not an easy task, for it requires long and thorough training in the subject matter on the part of the teacher, and careful study of the teaching process and the psychology of youth, and finally the necessity of being able to deal with the individual pupil in an inspiring, helpful, friendly way, and yet such is the task to which we are called. Science offers peculiar opportunities for work with the individual pupil, and each one of us who has spent even a short time in the teaching of science realizes that this contact has given us our biggest joy in the work."

MISS R. BEATRICE MILLER, Overbrook High School, Philadelphia.

"The child of today is born into a world which would have staggered his immediate forebears. Education must meet this problem." "Educational self-dependence is probably the most essential product in a democratic society."

We must work for these objectives by the careful selection of content and by our method of classroom procedure. Much that is technical and mathematical, much detailed classification and microscopic work has been taken out of our high school science. We know that the student learns best when he is interested. Nevertheless, we should not determine our selection of content mainly on the basis of interest, for some of the most important and interesting ideas in science must be built up by problem work that is difficult and monotonous for the majority. No student can really grasp the idea of the conservation of energy without doing machine problems, which involve a calculation of the work put into the machine and the work accomplished. This is the idea that unifies all science. It explains the importance of fuels and water power, the quest for the liberation of atomic energy, the control of chemical reactions, the dependence of physical energy upon food. What radium is and what it does can be comprehended only by knowing the details of atomic structure."

"The current idea is that general science is especially the course for the interpretation of everyday phenomena. This is probably due to the fact that, in this course, we stop a little beyond the concrete, not being able to lead the first year student very far into the abstract. The special sciences take these same general phenomena and work

further back, into the generalizations and group these generalizations into larger laws." "The difficulty in general science where first year students are concerned, two-thirds of whom will never graduate, is to give them this idea of underlying law and order, to get much beyond the concrete. Much of the concrete will fade if the student does not see the law and look out on the world with a different point of view. We do much, however, for the student when we make him vividly interested in what happens around him, and stimulate his desire to interpret it. We can make his eyes more observing, his interests larger."

"If we want our students to have the scientific attitude, we must be very careful in both our laboratory and demonstration work. We cannot permit them to draw what they do not see under the microscope, or adjust their figures in physics to make the conclusion they think is true. In physics, we use the Dull Laboratory Manual. We require our observation to be made directly in the table in ink, and these observed values changed only by the approval and stamp of the instructor. Errors in calculation can be corrected without permission. Students should be made to realize that there is no science without accurate observation and honest experimentation, that many fallacies have been handed down through failure to experiment or through careless experimentation."

"One of the big things that we want to make the student see is what science has done for the world. Professor Meiklejohn, in his experiment at the University of Wisconsin, plans to have the student study during the first year an ancient civilization, and during the second year a modern civilization. He stated that it would be necessary to

study science in this project, for the old was a civilization without science, the new a civilization founded on science. Now the many enjoy the luxuries and cultural values of life, formerly the few promoted the arts, in leisure that was the result of the servitude of the majority. Science has made the difference."

"But we do not wish our students to think entirely in terms of material progress. We want them to see the great advance of human knowledge from very humble beginnings to its present state and to realize what realms of truth are still waiting for the scientific worker. We know that living things are made up of living cells, and that these cells contain living compounds; we can synthesize a few of these, but we cannot make a cell. We know that every compound is made up of molecules, that these are groups of atoms, and that atoms are groups of protons and electrons. We can change a few of these atoms into other atoms, thus realizing in part the old quest for the transmutation of matter. We know that all chemical elements arrange themselves in groups, and that the newly discovered elements find place in the vacant spaces of the periodic table. The students will not regard this information as useless, for they are much interested in the 'why' of things, which sometimes goes deeper than our answer. We want to give the student the idea that this knowledge, though vast, is an unfinished product, and that it is changing from age to age."

ARTHUR S. CLARK, Shoemaker Junior High School, Philadelphia.

"It seems to me that both schools, Junior and Senior, have a similarly dissimilar task. Similar in that both inculcate knowledge of laws underlying life itself; dissimilar in that the Junior

High becomes a finishing school for many of its pupils, while the Senior High Ninth Grade is but an initial preparation for the Tenth Grade work. This dissimilarity of tasks forces us to consider the viewpoint of the Senior High and the Junior High Schools toward teaching Science. The Senior school must develop older and more mature pupils. Hence their attitude has been to direct their efforts along the lines of pure science. This is a correct viewpoint, since an increasingly large number of their graduates seek admission to colleges who dictate their prerequisites along hard and fast lines. The Junior High School deals solely with the pre- and early adolescent age. We believe the best way of handling this critical period pedagogically, is to permit pupils to proceed in an exploratory manner. The purpose of teaching science in the Junior High School, then, is not to teach the pure sciences, but rather to acquaint pupils with science, that type of science found at every turn of their daily lives. This gives us a new concept of subject matter and of the functions of the curriculum. An illustration will make clear the difference in viewpoint. Suppose we are teaching the principle of the lever. The Junior High School would develop it only so far as to show that when the resistance arm is made shorter the force arm must be made correspondingly longer to lift a heavier load. The Senior High School would approach the topic from the angle of pure Physics, working out the mathematical ratio between the length of the two arms and the resistance and force involved. In the one case, we acquaint the pupil with how the lever may be used in everyday life, in the other, we teach him the way it works and the formula of its operation."

#### D. FOREIGN LANGUAGES

DR. WREN JONES GRINSTEAD, Professor of Education, University of Pennsylvania.

"Adjustment through Latin is to be treated on two levels: that of the language and modes of daily life, and that of the social attitudes required by modern world society. This society is at once nationalistic and cosmopolitan, and its basic social attitude is a ready sympathy with alien peoples. Such sympathy can come only by living their lives and thinking their thoughts; and this can be done to best advantage by thinking them in their language.

For many reasons Latin is and must continue to be an important subject in the schools. The adjustment objective requires us to get the most out of it that it will yield, without unduly sacrificing other objectives. Its chief contributions to this function may be: (1) an enrichment of the English vocabulary; (2) training in English expression; (3) contact with the mind of a great ancient people indispensable to our historical tradition.

None of these objectives will be realized automatically. They require conscious and intelligent adaptation of materials and methods to these ends. A primary condition is that the pupil learns to think in Latin; and this is also a condition of realizing fully the other (cultural and disciplinary) values of Latin.

Materials must be arranged to encourage the pupil to read Latin as a medium of thought and of literature, not as a puzzle. Reading material must be continuous, interesting to the adolescent, and rich in classical mores, thought and history. It must be graded—the first year mainly to teach the fundamentals of the Latin speech form, the second more to inform and interest



the pupil in classical life; while the third should be a wide selection from classical writers, part of which might be in translation. Protracted study of particular authors should be reserved for the senior high school. Vocabulary advance should regard usefulness both in Latin and in English. Details of the language not indispensable to comprehension should be omitted.

Method should center on comprehension. Syntax and inflection should be simplified to the utmost, and should always be taught together. Syntax should be functional, by key-meanings rather than by the memorizing of rules. The important principles of Latin word-formation should be taught early, so as to enable the pupil to enlarge his Latin vocabulary as fast as possible. Prose composition should be used only as needed to fix the function of essential forms and constructions. Skillful quiz on thought or free reproduction should largely replace translation, except for occasional testing, or, in the later years, as an exercise in English expression. English etymology should be incidental until the speech-feeling is established. Questions on construction have no place, except to aid comprehension or to prepare for advance lessons.

The arrangement of material needs radical reorganization. The aim should be the early release of the resources of the language for the carrying of description and narrative. Necessary to this are: (1) progress in noun forms by cases rather than by declensions, and the postponement of formal declension until most of the case forms are mastered, with a parallel treatment of conjugations; (2) the early introduction of the perfect; (3) much informal presentation of new forms and constructions before they are formally analyzed.

The training and attitudes of the

teachers need extensive revision, including: (1) a radical breaking-up of traditional procedure in teaching; (2) adequate research in the nature of Latin classroom functions, especially etymology; (3) additional testing instruments and improved technique for teachers' tests; (4) a sound prognostic and exploratory procedure for the seventh grade, to select and prepare those who will profit by Latin."

MILTON W. BLANKE, Head of Foreign Language Department, South Philadelphia High School for Boys, Philadelphia.

"Education for a knowledge of facts implies mere routine memorizing.

Education for adjustment aids the pupil to orient himself for his future life.

How can Latin contribute to the latter?

The facts of the Latin language must be learned before any aid in adjustment can be given the pupil.

When the pupil has learned the facts (i. e., the forms) of Latin, he can be guided in several ways to self-adjustment.

These ways are chiefly: a better sense of linguistic values (sentence structure, meaning of words, self-expression), a knowledge of our debt to the Romans and their place in world history, a knowledge of their mythology (which has such frequent place in literary allusion), a comparison of the ancient and modern world, some training in clear thinking and good mental habits.

The Latin teacher is retarded in realizing these aims by some prevalent conditions, such as mass education, requirements of the College Entrance Board, shortening of the hours of instruction, changing educational ideals.

All intelligent Latin teachers endeavor to realize the human values of their subject as well as the bald facts of the Latin language."



## E. MATHEMATICS

MISS FRANCES PULLEN, Trenton Junior High School.

"What, then, are the problems of the instructor of Mathematics?

Of first importance, it seems to me, are the questions:

What is John's attitude toward my subject?

What subject matter shall I use as a criterion for changing or influencing the emotional side of John?

What is John's educational status in Arithmetic? Where shall I begin his education?

What form of procedure will help best to develop those skills, attitudes and ideals which are the goal of education?

If John likes the subject, he has a good chance for success."

"How can John's feeling toward the subject be influenced? First, we must discover why he doesn't like the subject. A friendly talk with the boy reveals one or more of the following reasons: 'I have always failed.' 'My father or my mother never could do Arithmetic.' 'I don't see any need for it.' 'I don't understand it.'"

"The teacher has before her mind's eye an array of possible causes for John's not liking the subject—lack of reading ability, deficiencies in previous training, mental immaturity, behavior problems, physical defects. A study of the symptoms, though very interesting, is not definite enough to warrant a decision."

Miss Pullen then referred to certain entrance tests in fundamentals given in her school which provide data for diagnostic purposes.

"I use the data as a basis for forming groups within the class. The small group provides for a better differentiation of subject matter, better individu-

al instruction, affords a device for shifting the responsibility for the pupils' progress on the pupils themselves.

The pupils work better in friendly groups where there is a group recognition of common problems. They elect a leader to avoid confusion in discussion. The spirit of co-operation is everywhere present. Each is interested in the success of the others because it means the progress of the group. This is especially true in games and contests. Desirable attitudes are nourished by contact with fellow students and the teacher—respect for the other fellow's effort, honesty, neat appearance, correct speech, industry and good fellowship, as well as the necessity for accuracy and speed."

"The successful teacher must determine what material to use to make the boy a better member of his home, the church, club and the industrial and social world. She is not concerned with teaching everything in the subject but in teaching well the most essential things. The education of the pupil must begin at the point of training he has reached when the instructor finds him, regardless of the quantity or the quality of preparation she expects.

If the elementary school has taken care of the skills demanded by common daily practice, the Junior School need only review for retention. If not, then the diagnostic test results should motivate the drills, because each pupil has been shown his error and the remedy has been suggested."

"It must be remembered that text books are written for the country at large, therefore no text book should be followed closely. The pupil must be the impelling drive. He must be encouraged to set up worth while goals. The desire to accomplish a definite piece of work each period, increased interest,

higher levels of purposefulness, eagerness to contribute to the success of the group, are reasonable goals. The goals for the accelerated pupils will be on a higher intelligence level. They will require more initiative, better organization, and greater degree of accuracy and speed.

The over-age, under-grade groups at Junior No. 4 are given work in which they can frequently obtain a correct score, so that the pleasure of success may be theirs. The girls are given home problems; the boys shop problems, baseball problems, and other athletic contests problems. Common business forms, such as opening an account in the bank, investments, advantage of buying in bulk, and ways of sending money are given to both. They are not urged through fear of failure, but each child must explain his failure.

"The instructor is unfair who permits a pupil to drift along through a whole term, then brands him a failure without having really made an effort to diagnose the case and apply the remedy."

RAYMOND C. WEBSTER, Head of Mathematics Department, Coatesville, Pa.

"In most instances, courses in High School Mathematics and practices in teaching these courses have heretofore served the purpose of their objectives by presenting Mathematics for its own sake, and have therefore stressed the knowledge of mathematical facts. This procedure served to prepare a selected group for more advanced mathematical training beyond the High School, and, incidentally, qualified them for their College entrance, but left the majority of those who survived the 'Battle of Mathematics' adrift in the practical world with technical mathematics to solve their social problems.

Since the war we have looked things

educationally squarely in the face, and have begun to demand economy and reasonableness in our teaching practices. If we cannot justify the teaching of what we find in our courses of study we have no right to be teaching it. Most of the present courses of study in Mathematics tend to perpetuate certain obsolete processes and antiquated business methods. Can the teaching of much of the required Solid Geometry be justified? Who and what proportion of those taught will ever use it? Every detail of the old course of study in Mathematics for the 10th, 11th, and 12th grades should be subjected to the critical test of the Educational Economist.

The result of such a procedure would ultimately mean the reconstruction of the curriculum as pertains to Mathematics and the formulating of new objectives, both general and specific. A few of the suggested topics for more or less detailed consideration might be: Saving Money; Loaning Money; Mortgages; Installment Buying; Building and Loan Associations; Budgets; Keeping Personal Accounts; Investing Money; Bonds as Investments; Marks of a Good Investment; Taxes; Public Expenditures; Profits in different lines of business; Life Insurance in some detail; Fire Insurance and General Property Insurance; Renting vs. Owning.

Until the High School can give the boy or girl upon graduation a command of the fundamentals of the Mathematics used by their fellowmen in social intercourse, it has not fully functioned as a society institution in the manner which the tax paying public has a perfect right to demand. Not until then may it be said that we are teaching our Mathematics to serve our young people the real purpose of adjusting them to their after-school social environments.

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